

CENTRAL COMMUNITY COLLEGE BOARD OF GOVERNORS MEETING
Thursday, May 15, 2025, 12:00 PM, Central Community College Red Cloud Hub
Work Session begins at 11 a.m.

A G E N D A

Central Community College reserves the right to make changes to the agenda up to 48 hours prior to the scheduled meeting. A current copy of the agenda may be obtained in the College President's Office, 3134 W. Highway 34, Grand Island, Nebraska.

1. Agenda
Information Item
2. Program Reviews: Dental Assisting; Dental Hygiene; Early Childhood Education;
Heating, Air Conditioning and Refrigeration
Action Item
3. Preliminary 2025-26 Budget Review or NCCA Update
Action Item
4. Break Before Meeting
Action Item


**Board Work Session Agenda
May 15, 2025, Red Cloud**

Lunch will be provided.

Noon – Program Reviews – Walton

12:40 p.m. – Preliminary 2025-26 Budget Review – King
or NCCA Update – Wittstruck

12:55 p.m. – Break before meeting



Central Community College's 24/25 Program Review for
continuation of programs to Nebraska's Coordinating
Commission for Post-Secondary Education (CCPE)

Work Session Presentation

Presented by:

Drs. Candace Walton, Sarah Kort, Amy Mancini & Nate Allen



CENTRAL COMMUNITY COLLEGE PROGRAM REVIEW CYCLE

Faculty and Instructional leaders conduct ANNUAL program reviews which includes:

- ✓ annual learning assessment data,
- ✓ review of credit hours generated by programs,
- ✓ annual feedback from advisory boards,
- ✓ and annual key performance indicators:
 - ✓ including student course-level feedback course completion rates, number of awards granted, graduate employment status, full-time equivalent student/ faculty ratio, starting wage, and annual survey of graduates and employer results.

In addition to CCC's Annual review, each program must be reviewed by the Commission at least every 7 years.

Information Required from the Institution by the Commission
Evidence of:

- An established program review process that evaluates the program,
- the need for the program in the state of Nebraska and at the institution,
- the demand for the program by students,
- efficiency of the program, and
- justification if the program is below CCPE minimum performance standards.

REVIEW PROCESS:

- Upon receipt of the program review form, the Commission staff will evaluate the program to ascertain centrality to the role and mission of the institution and regarding the appearance of duplication.
- In some instances, staff may contact the institution for additional information regarding role and mission, need and demand, productivity, or unnecessary duplication.
- Upon review of the information submitted about the program:
 - The executive director will approve continuation of the program if all Commission performance standards have been met or if sufficient justification has been provided, OR
 - The Commission will determine if the program should be continued, if an interim report should be provided, or if an in-depth review should be conducted by the institution.

REVIEW SCHEDULE:

The Commission publishes a schedule for review of existing programs on a seven-year cycle.

2024-2025 PROGRAM REVIEWS

- Dental Assisting
- Dental Hygiene
- Early Childhood Education
- Heating, Air Conditioning and Refrigeration

Performance Thresholds Provided by CCPE:

- Number of Degrees/Awards in this Program (the mean of the prior 5 years) is 10 degrees/awards for less than two years and associate programs.
- All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Section 79-2637 (R.R.S.) Student Credit Hours/Faculty FTE (the mean of the prior 5 years) should be 275 or above

DENTAL ASSISTING(DENT)

		'19-20	'20-21	'21-22	'22-23	'23-24	5 yr avg
Student Credit Hours (SCH)		526	478	391	523	437	471
Faculty Full-time Equivalency (FTE)		2.03	1.68	1.69	2.14	2.20	1.95
SCH/Faculty FTE		259.11	284.52	231.36	244.39	198.64	241.54
Number of Degrees and Awards	AAS	4	16	8	1*	13	8.4
	Diploma	8	21	12	-	15	11.2
	Total Awards	12	37	20	1	28	19.6

**Due to program changes in 2022-2023 requiring DENT students to earn degrees in late summer vs spring, there is a gap year where only one completed during that academic year, even though several more students were still enrolled and advancing. The rest of 22-23 cohort earned AAS awards in early 2023-2024. These program changes occur going forward from that time so will impact five-year averages and reporting even though students have been enrolled and advancing in their program throughout those years.*

DENTAL ASSISTING(DENT)

BELOW STUDENT CREDIT HOUR/FULL-TIME EQUIVALENCY FACULTY JUSTIFICATION

Program is critical to the role and mission of the institution:

- CCC's CODA-accredited Dental Assisting Program is a critical workforce development resource, with strong regional demand and high job placement rates, often before graduation.
- The program uses a hybrid cohort model, enrolling 16 students annually who complete coursework and clinical practicums across three semesters.
- Low student-to-faculty ratios, driven by accreditation standards, ensure high-quality instruction and limit enrollment capacity.
- Faculty maintain strong industry alignment through advisory board input, curriculum review, and ongoing professional development

DENTAL HYGIENE (DENH)

		'19-20	'20-21	'21-22	'22-23	'23-24	5 yr avg
Student Credit Hours (SCH)		669	737	711	780	764	732.20
Faculty Full-time Equivalency (FTE)		3.00	3.03	2.83	4.07	4.07	3.40
SCH/Faculty FTE		223.00	243.23	251.24	191.65	187.71	215.35
Number of Degrees and Awards	AAS	15	13	12	15	15	14.00
	Diploma						
	Certificate						
	Total Awards	15	13	12	15	15	14.00

DENTAL HYGIENE (DENH)

BELOW STUDENT CREDIT HOUR/FULL-TIME EQUIVALENCY FACULTY JUSTIFICATION

Program is critical to the role and mission of the institution:

- CCC's Dental Hygiene Program prepares students for careers in various healthcare settings while addressing regional workforce and oral health needs, especially in underserved rural areas.
- The program emphasizes service to the community, training professionals who often return to their hometowns and help reduce disparities in dental care across Nebraska.
- Operating under CODA-mandated low student-to-faculty ratios, the program admits 15 students annually, ensuring quality instruction, clinical safety, and individualized learning.
- Despite its small size, the program maintains high retention, graduation, and job placement rates, holds a 2–3-year waitlist.

EARLY CHILDHOOD EDUCATION (ECED)

		'19-20	'20-21	'21-22	'22-23	'23-24	5 yr avg
Student Credit Hours (SCH)		2184	1811	1968	2521	2363	2169.40
Faculty Full-time Equivalency (FTE)		5.38	4.48	4.38	4.68	5.16	4.82
SCH/Faculty FTE		405.95	404.24	449.32	538.68	457.95	450.08
Number of Degrees and Awards	AAS	24	13	22	24	34	23.4
	Diploma	25	26	22	31	38	28.4
	Certificate	42	36	51	34	54	43.4
	Total Awards	91	75	95	89	126	95.2



EARLY CHILDHOOD EDUCATION (EDEC)

NO JUSTIFICATION REQUIRED.

HEATING, AIR CONDITIONING AND REFRIGERATION (HVAC)

		'19-20	'20-21	'21-22	'22-23	'23-24	5 yr avg
Student Credit Hours (SCH)		333	252	276	296	261	283.60
Faculty Full-time Equivalency (FTE)		1.00	1.00	1.00	1.18	1.00	1.04
SCH/Faculty FTE		333.00	252.00	276.00	250.85	261.00	272.69
Number of Degrees and Awards	AAS	3	6	2	3	2	3.2
	Diploma	6	5	3	3	8	5.0
	Certificate	6	8	6	6	7	6.6
	Total Awards	15	19	11	12	17	14.8

Heating, Air Conditioning and Refrigeration (HVAC)

BELOW STUDENT CREDIT HOUR/FULL-TIME EQUIVALENCY FACULTY JUSTIFICATION

Program meets a unique need in the region, state, or nation:

- CCC's Heating, Air Conditioning, and Refrigeration (HVAC) program addresses a critical regional workforce need.
- Employers actively recruit students, often before they complete the program.
- Labor market data indicates more job openings than graduates.
- Industry demand is projected to grow significantly over the next five years.

Central Community College
College President Recommendation to Board
May 15, 2025

Presenter Dr. Candace Walton

As part of Nebraska's Coordinating Commission for Postsecondary Education's required 7-year program review cycle, the College President recommends to Central Community College's Board of Governors continuation of Central Community College's Dental Assisting (DENT), Dental Hygiene (DENH), Early Childhood Education (ECED) and Heating, Air Conditioning and Refrigeration (HVAC) programs.

Up for review next year...

- **HEAVY EQUIPMENT OPERATOR**
- **MEDICAL ASSISTING**
- **NURSING**
- **NURSING-PRACTICAL**
- **PARAMEDICINE**
- **PHARMACY TECHNICIAN**
- **TRUCK DRIVING**

Questions?

Justification if the program is below CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).

The Central Community College Dental Hygiene Program, established in 1977, plays a critical role in fulfilling CCC's mission to serve the educational and workforce development needs of its region. Offering a rigorous, comprehensive education that blends general education, sciences, and hands-on clinical training, the program prepares students for successful careers in diverse settings from private dental practices and hospitals to public health agencies and rural clinics. With a strong emphasis on service to underserved populations, especially in rural Nebraska, the program directly addresses regional healthcare gaps and supports improved access to oral health services. By training professionals who often return to their communities, the program strengthens local healthcare systems and helps reduce disparities in dental care across the state.

The program operates below the 275 FTE threshold, admitting 15 students annually in a cohort model. This design is rooted in accreditation standards and a commitment to maintaining educational quality. Physical space limitations in clinic and lab facilities, mandated low faculty-to-student ratios set by the Commission on Dental Accreditation (CODA), and limited availability of compliant clinical sites all support the need for a smaller cohort size. These constraints ensure that students receive individualized instruction, high-quality patient experiences, and safe learning environments. Despite its small size, the program consistently achieves high retention, graduation, and employment outcomes. Its most recent accreditation visit in Fall 2023 resulted in no findings, reinforcing its compliance and excellence. A 2–3-year waitlist reflects strong demand for the program and its graduates, making it a vital contributor to CCC's mission and to oral health across Nebraska.

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

A key strength of the program is its ability to supply skilled dental hygiene professionals to rural communities across Nebraska, where access to oral health care is often limited. By training students who live in or return to these areas, the program directly supports improved health outcomes and helps fill a gap in care for underserved populations. This rural focus not only strengthens local healthcare systems

but also contributes to community stability and public health equity.

Program meets a unique need in the region, state, or nation (explain).

There is a strong and ongoing demand for dental hygienists in Nebraska, as they are an essential part of the oral health care team. Graduates of the Central Community College Dental Hygiene Program are employed across a wide range of dental and medical settings, including both rural areas and metropolitan cities such as Lincoln and Omaha. They work in private single-practitioner offices as well as large corporate dental practices. In addition, many graduates serve in public health departments and federally funded clinics throughout the state. Their work extends to nursing homes, public and private elementary schools, Head Start programs, and WIC clinics.

Employers consistently hire graduates from Central Community College due to their strong work ethic and team-oriented mindset. According to 2024 EMSI Lightcast data, our region is considered a hotspot for dental hygiene jobs. While an area of similar size typically has about 225 job openings, our region currently has 293 which is significantly higher than the average. This robust job market improves employment prospects for those entering the field. Although retirement risk in the region is about average - 54 annually compared to the national average of 58, the sustained turnover still contributes to ongoing demand.

Importantly, overall diversity in the dental hygiene field remains low in our region. While this presents a challenge, it also highlights a unique opportunity for the program to meet a regional need: by attracting and supporting a more diverse student body, the program can help broaden representation in the workforce and better serve Nebraska's increasingly diverse population.

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).



Dental Hygiene

Coordinating Commission Seven-Year Review 2025

Information in this report reviewed and recommended to cabinet:

Central Community College Educational Services, 04/24/2025

Recommended continuation of programs without monitoring:

Central Community College College Cabinet, 05/01/2025
Central Community College Board of Governors, 05/15/2025 **PENDING**

Dr. Wanda Cloet - Program Director
Ashley Herringer - Program Instructor
Patricia Kirkegaard - Program Instructor

Dr. Sarah Kort - Dean of Instruction, Health Sciences
Dr. Marcie Kemnitz - Division Vice President, Health Sciences

Dental Hygiene Program

Program Review Summary – Dr. Sarah Kort

The Dental Hygiene Program prepares graduates to sit for the national and regional board exams required to become Registered Dental Hygienists, a credential necessary for practice in Nebraska. The program not only offers a pathway to licensure but also provides continuing education for practicing professionals and is actively involved in delivering community services.

Dental hygienists are in high demand in Nebraska, both in rural and urban areas, as they are vital members of the oral health team and the broader healthcare system. Our graduates are employed across a variety of settings, including private dental offices, corporate practices, public health departments, federally funded clinics, nursing homes, elementary schools, and community programs like Head Start and WIC. This broad employment base speaks to the program's ability to produce skilled professionals who meet the diverse needs of the state's healthcare system.

The program's graduates are known for their strong work ethics, effective team collaboration, and proficiency in clinical skills such as sterilization techniques. In our region, dental hygienists earn a median salary of \$76,663, with an expected 4.6% job growth by 2029, further demonstrating the program's relevance in the workforce.

The program is academically rigorous, consistently exceeding the CCPE threshold with an average of over 10 awards per year. Over the last five years, we have averaged 14 graduates annually, supported by a low faculty-to-student ratio of 15:1. This allows for personalized instruction and better student support. Our faculty and program director are dedicated to continually improving the curriculum, incorporating new technologies, and engaging in professional development to stay aligned with advancements in dental hygiene practices.

Technologically, the program is at the forefront. It is the only one in Nebraska featuring an endoscope in its clinic, and it collaborates on research using this tool. Central Community College is also among the first to use digital impression scanning and 3D printing in the classroom, enhancing student learning and clinical treatment options for patients. We have also invested in cutting-edge equipment like diode lasers to treat various oral conditions.

The program has demonstrated exceptional student outcomes, with a 99% course completion rate, bolstered by strong admission criteria and effective academic support systems. Personalized interventions and tutoring help students overcome challenges, ensuring high retention and success.

Looking ahead, the program is poised for continued success. It enjoys strong demand, as evidenced by a typical 2–3-year waitlist. Most recently, the program passed its accreditation site visit in Fall 2023 with no findings, affirming its compliance and effectiveness.

In conclusion, the Dental Hygiene Program at Central Community College continues to exceed expectations, providing a high-quality education that prepares students for success in a variety of settings. Its commitment to excellence, student success, and alignment with workforce needs ensures its ongoing impact on Nebraska's healthcare system. With this, we recommend continuation of the program.

I. Program: **Dental Hygiene**

II. College Mission: Central Community College maximizes student and community success.

III. College Vision: The Best Choice –

for students to achieve their educational goals.

- quality education
- personal service and individualized attention
- exceptional and passionate faculty and staff
- extraordinary value

for developing a skilled workforce.

- employability and/or successful credit transfers
- graduates who advocate for CCC
- business and industry partnerships
- state-of-the-art facilities and technologies

for advancing communities.

- educational partnerships
- strong alumni support
- foster economic development
- sustainability leaders

IV. **Program Mission Statement:** The dental hygiene program enables graduates to become academically eligible for national and regional board exams that are required to become a Registered Dental Hygienists (R.D.H.). An R.D.H. license is required in Nebraska to practice dental hygiene in Nebraska. The program offers continuing education for practicing dental professionals and is active in providing community services.

V. **Program Vision Statement:** The dental hygiene program will provide students with a quality educational program using state-of-the-art technology and equipment. Continuous quality improvement principles, with on-going support from the dental community will be utilized to assure the program exceeds the standards set forth by the Commission on Dental Accreditation.

We value:

- Student success.
- On-going relationships with graduates as lifelong learners and supporters of the program.
- Providing articulation agreements with senior institutions for graduates to pursue higher degrees.

- Providing continuing education to dental professionals for licensure renewal.
- Partnering with high schools that provide a career pathway for health careers.
- Collaboration with other dental hygiene programs, CCC health programs, and employers.
- Maintaining professional relationships with clinical sites.
- Providing professional development opportunities for faculty and staff.
- Providing opportunities for leadership development and professional contacts for students through SADHA.
- Partnering with other health programs at other colleges and universities.

VI. Program/Discipline Environmental Scan (Program Need):

A. Industry or college need

Programs - A summary of industry need include EMSI or State data, information from advisory committees

Disciplines – data of college usage and a summary statement

There is a strong need for dental hygienists in Nebraska as they are an integral part of the oral health team as well as the total health team. Dental Hygiene graduates from Central Community College are employed in many areas of the dental and medical facilities. They are employed in the rural areas of Nebraska as well as the metropolitan cities of Lincoln and Omaha. They are employed in private single dental offices as well as large corporate dental offices. In addition, the graduates are also employed with local public health departments as well as federally funded clinics in Nebraska. They are providing care in nursing homes, public and private elementary schools as well as Head Start and WIC. Graduates from Central Community College Dental Hygiene Program are hired because of their strong team commitment to work ethics as an employee. They are also hired because of the strong ability to perform sterilization techniques as well as being a team player.

Lightcast (EMSI) Q4 2024 Data Set

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumé, and job postings to give you a complete view of the workforce.

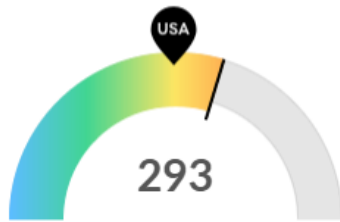
REPORT PARAMETERS

1 Occupation

- **29-1292 Dental Hygienists:** Administer oral hygiene care to patients. Assess patient oral hygiene problems or needs and maintain health records. Advise patients on oral health maintenance and disease prevention. May provide advanced care such as providing fluoride treatment or administering topical anesthesia. **Sample of Reported Job Titles:** Dental Hygienist, Hygienist, Licensed Dental Hygienist, Dental Nurse, Oral Hygienist, Pediatric Dental Hygienist, Pediatric Dental Hygienist

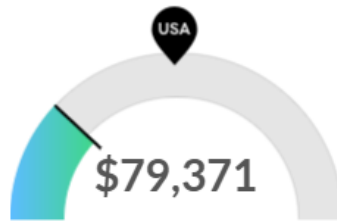
EXECUTIVE SUMMARY

Light Job Posting Demand Over a Deep Supply of Regional Jobs



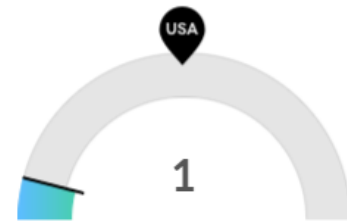
Jobs (2024)

Your area is a hotspot for this kind of job. The national average for an area this size is 225* employees, while there are 293 here.



Compensation

Earnings are low in your area. The national median salary for Dental Hygienists is \$87,375, compared to \$79,371 here.



Job Posting Demand

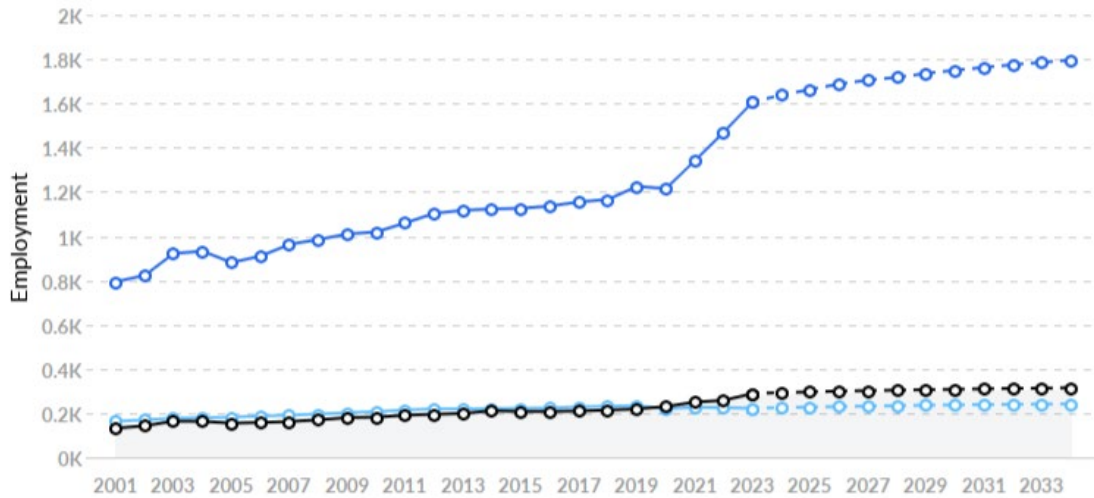
Job posting activity is low in your area. The national average for an area this size is 4* job postings/mo, while there is 1 here.

*National average values are derived by taking the national value for Dental Hygienists and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

JOBS

Regional Employment Is Higher Than the National Average

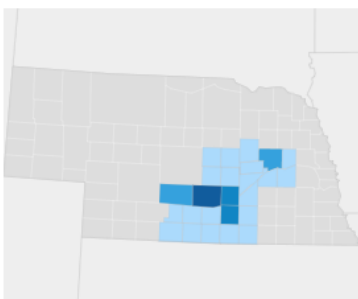
An average area of this size typically has 225* jobs, while there are 293 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



Region	2024 Jobs	2029 Jobs	Change	% Change
● CCC Service Area	293	306	14	4.6%
● National Average	225	236	10	4.6%
● State of Nebraska	1,638	1,736	97	5.9%

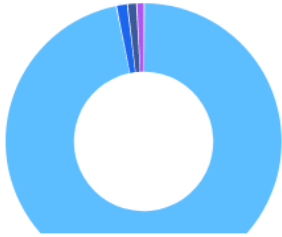
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Regional Breakdown



County	2024 Jobs
Buffalo County, NE	87
Hall County, NE	54
Adams County, NE	48
Platte County, NE	23
Dawson County, NE	19

Most Jobs are Found in the Offices of Dentists Industry Sector

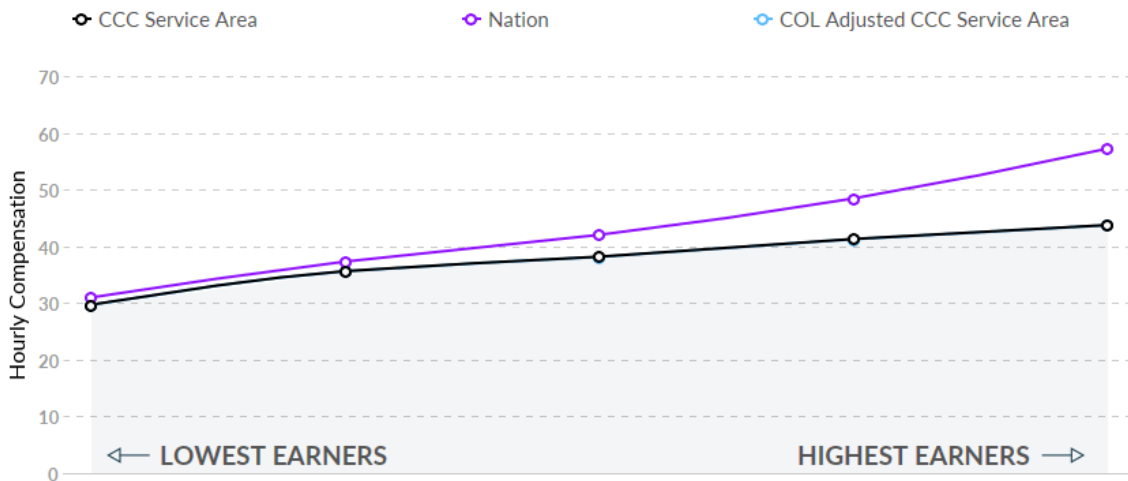


Industry	% of Occupation in Industry (2024)
Offices of Dentists	96.8%
Outpatient Care Centers	1.3%
Offices of Physicians	1.1%
Other	0.9%

COMPENSATION

Regional Compensation Is 9% Lower Than National Compensation

For Dental Hygienists, the 2023 median wage in your area is \$38.16/hr, while the national median wage is \$42.01/hr.



JOB POSTING ACTIVITY



6 Unique Job Postings

The number of unique postings for this job from Jan 2024 to Dec 2024.



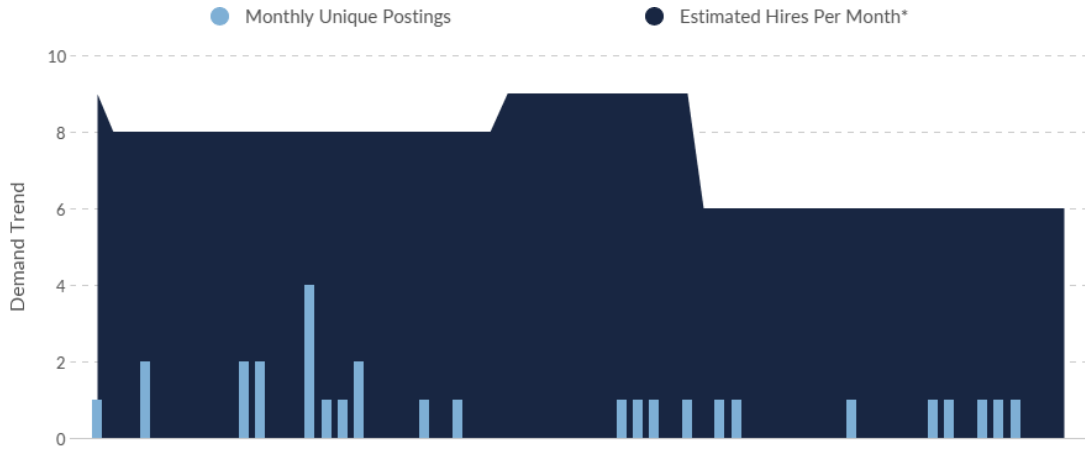
5 Employers Competing

All employers in the region who posted for this job from Jan 2024 to Dec 2024.



20 Day Median Duration

Posting duration is 3 days shorter than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2024 - Nov 2024)	Avg Monthly Hires (Jan 2024 - Nov 2024)
Dental Hygienists	0	6

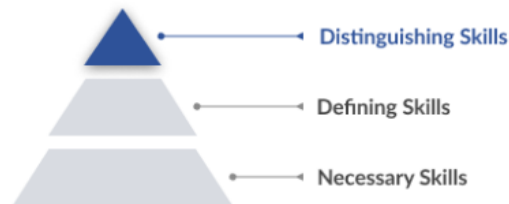
*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings	Top Job Titles	Unique Postings
Downtown Dental	2	Registered Dental Hygienists	3
Barefoot Spas	1	Dental Hygienists	1
Hecox Dentistry PC	1		
Pedersen Dental, P.C.	1		

TOP SPECIALIZED SKILLS

Top Distinguishing Skills by Demand

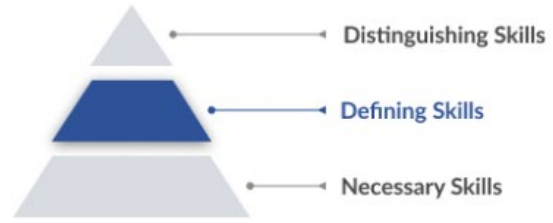
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Prophylaxis	✓	0	+4.6%	Stable
Dental Plaque Removal	✓	0	+3.9%	Lagging
Voice Command Devices	✗	0	+6.8%	Stable

Top Defining Skills by Demand

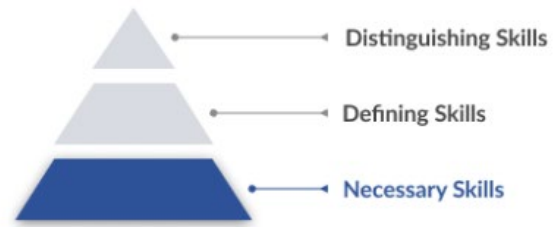
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Dental Hygiene	✓	5	+13.6%	Growing
Oral Hygiene	✓	3	+11.7%	Growing
Dentistry	✗	2	+8.0%	Stable
Preventive Care	✗	2	+2.1%	Lagging
Oral Health	✗	1	+6.6%	Stable
Velscope	✓	1	+7.1%	Stable
Cardiopulmonary Resuscitation (CPR) Certification	✗	1	+14.8%	Growing
Dental Health	✗	1	+15.7%	Growing
Patient Education And Counseling	✗	1	+11.6%	Growing
Virtual Training	✗	1	+10.6%	Growing

Top Necessary Skills by Demand

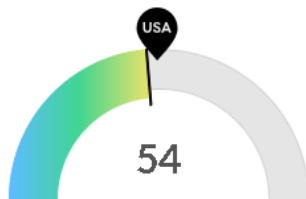
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Patient Preparation	✘	2	+15.8%	Growing
Dental Procedures	✘	2	+5.7%	Stable
Sterilization	✘	2	+9.2%	Growing
Clinical Experience	✘	1	+9.4%	Growing
Patient Advocacy	✘	1	+22.2%	Rapidly Growing
Patient Evaluation	✘	0	+12.8%	Growing
Radiography	✘	0	+8.3%	Stable

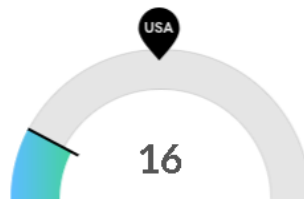
DEMOGRAPHICS

Retirement Risk Is About Average, While Overall Diversity Is Low



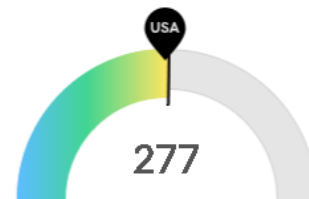
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 58* employees 55 or older, while there are 54 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 66* racially diverse employees, while there are 16 here.



Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 273* female employees, while there are 277 here.

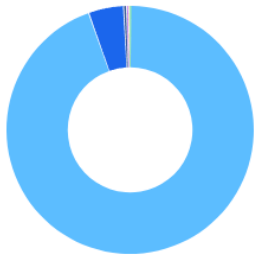
*National average values are derived by taking the national value for Dental Hygienists and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown



	% of Jobs	Jobs
14-18	0.2%	1
19-24	6.1%	18
25-34	27.5%	79
35-44	30.1%	87
45-54	17.4%	50
55-64	14.0%	40
65+	4.7%	13

Occupation Race/Ethnicity Breakdown



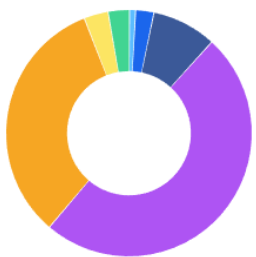
	% of Jobs	Jobs
White	94.5%	273
Hispanic or Latino	4.6%	13
Asian	0.4%	1
Black or African American	0.3%	1
Two or More Races	0.2%	1
American Indian or Alaska Native	0.1%	0
Native Hawaiian or Other Pacific Islander	0.0%	0

Occupation Gender Breakdown



	% of Jobs	Jobs
Males	3.9%	11
Females	96.1%	277

National Educational Attainment



	% of Jobs
Less than high school diploma	0.8%
High school diploma or equivalent	2.4%
Some college, no degree	8.5%
Associate's degree	49.5%
Bachelor's degree	32.9%
Master's degree	3.2%
Doctoral or professional degree	2.8%

GRADUATE PIPELINE



1 Program

Of the programs that can train for this job, 1 has produced completions in the last 5 years.



15 Completions (2023)

The completions from all regional institutions for all degree types.



25 Openings (2023)

The average number of openings for an occupation in the region is 28.

CIP Code	Top Programs	Completions (2023)
51.0602	Dental Hygiene/Hygienist	15
Top Schools		Completions (2023)
Central Community College		15

2025 Summary of Lightcast Q4 2024 Data Set:

The retirement of dental hygienists during the COVID-19 pandemic has led to a significant number of job openings, not only throughout Nebraska but also across the United States. While the tri-city areas (Grand Island, Hastings, and Kearney) have fewer job opportunities, this is largely due to the smaller number of dental facilities compared to larger cities like Lincoln and Omaha. Openings are available in a variety of settings, including private dental offices, corporate dental facilities, and public health departments. Nationally, there are also opportunities in federally funded dental facilities, correctional institutions, and other dental-related companies.

In the tri-city areas, hourly wages for dental hygienists generally range from \$35 to \$40. In contrast, wages in other regions of the U.S. can vary significantly, with rates ranging from \$45 to \$60 per hour depending on location.

B. Supporting Data

Data indicates that the job market is reflective of an increase of hygienists now and upcoming years. Trends in CCC hygienists data show a more increased demands in the metropolitan area rather than our rural communities.

a. Awards

Degree/ Credential Awarded	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr avg
AAS	15	13	12	15	15	14.0
Diploma				-		
Certificate				-		
Total Awards	15	13	12	15	15	14.0
# of Graduates	15	13	12	15	15	14.0

	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr avg
Degrees	15	13	12	15	15	14.00
Total awards	15	13	12	15	15	14.00
FT program faculty	3.00	3.03	2.83	4.07	4.07	3.40
Degrees/ FT faculty	5.00	4.29	4.24	3.69	3.69	4.12
Awards/ FT faculty	5.00	4.29	4.24	3.69	3.69	4.12

2025 Summary of Awards:

The Dental Hygiene program at Central Community College consistently exceeds the CCPE threshold, averaging more than 10 awards per year. The program maintains a strong graduation rate, with a five-year average of 14 graduates from 2019 to 2024. This success can be attributed to the program's faculty-to-student ratio, which is limited to 15 students per year as mandated by the Commission on Dental Accreditation. The manageable class sizes foster individualized instruction, allowing for effective supervision and personalized guidance. Additionally, the program director and faculty have scheduled office hours that provide students with extra clinical time, further enhancing their educational experience.

The program continues to evolve with advancements in dental hygiene practices. Faculty and the program director are actively engaged in revising and improving the curriculum, incorporating new technologies, and integrating evidence-based practices to stay aligned with the changing profession. Faculty also participate in professional development activities, such as webinars and workshops, to keep up with the latest trends in technology and evidence-based products.

Central Community College’s Dental Hygiene program was recently the only one in Nebraska to feature an endoscope in its clinic, a unique tool that has enabled collaboration with other dental hygiene programs nationwide on research involving the dental endoscope. Local dental offices also refer patients to the clinic for treatments utilizing this technology. The program has

invested in expanding its technological capabilities, securing grant funding to purchase a second digital impression scanner, an additional printer, and two diode lasers for dental treatments. Central Community College is among the first in the nation to implement digital impression scanning and printing in its program, using these devices to produce dental models for patients, including study models and whitening trays. The diode lasers are employed to treat conditions such as aphthous ulcers, herpetic lesions, and periodontal pockets.

b. Student Credit Hours Produced per Faculty FTE

	2019-20	2020-21	2021-22	2022-23	2023-24	5 yr avg*
Student Credit Hours (SCH)	669	737	711	780	764	732.20
Faculty Full-time Equivalency (FTE)	3.00	3.03	2.83	4.07	4.07	3.40
SCH/Faculty FTE	223.00	243.23	251.24	191.65	187.71	215.35

Source: Program Stats by Alpha and Instructor-Student FTE reports.

*By term analysis combined to conduct an annual review. Numbers reported reflect 3 negotiated contract periods (FA17-SU20, FA20-SU22, FA22-SU25). Numbers for 22-23 and 23-24 FTE reflect updated tracking method for part-time instructors.

2025 Summary of the Student Credit Hours per Faculty FTE:

The dental hygiene labs are maintained at a 5:1 student/faculty ratio in compliance with the American Dental Association Commission on Dental Accreditation. Therefore the SCH/Faculty FTE average is below the CCPE threshold.

2025 Summary Statement:

The Central Community College Dental Hygiene Program, established in 1977, has consistently provided a comprehensive education in general education, basic sciences, dental sciences, and dental hygiene sciences. A well-rounded approach, incorporating traditional classroom instruction, laboratory work, and clinical experience, ensures students can effectively apply theoretical knowledge throughout their coursework. The program prepares graduates for successful careers in a variety of clinical settings, including dental offices, schools, hospitals, clinics, nursing homes, government agencies, and public health facilities.

The program is committed to maintaining high standards of excellence and utilizes a variety of processes to continuously review and improve the curriculum. Regular curriculum reviews occur at the start of each academic year, where full-time and part-time faculty collaborate to assess and refine courses. Full-time faculty meet weekly to address relevant issues, while bi-annual faculty meetings, including both full and part-time instructors, provide a platform for comprehensive program evaluation. In addition, the program incorporates feedback from student assessments, advisory committees, graduate surveys, employer surveys, patient evaluations, as well as results from American Dental Association National Boards and Regional Clinical Boards to inform ongoing revisions.

The Dental Hygiene Program boasts impressive retention, graduation, and employment rates, supported by the strong network of resources and support systems in place. Faculty dedication, personalized student interventions, and ongoing professional development contribute to the program's ability to maintain these high standards. The program's robust support systems such as academic advising, tutoring, and career counseling ensure that students remain engaged and motivated throughout their educational journey. This commitment to student success is further reflected in the program's consistently high employment rates, with graduates finding positions in both rural and urban areas across Nebraska, as well as in public health and federally funded dental clinics.

Due to its reputation and track record of excellence, the program typically has a 2–3-year waitlist, illustrating the demand for its training. Most recently, the program successfully completed its accreditation site visit in Fall 2023, resulting in no findings and confirming that the program is fully compliant and effective in all areas. These accomplishments underscore the ongoing success of the program, as it continues to meet and exceed the expectations of students, faculty, and employers alike.

Justification if the program is below CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).

The Dental Assisting Program at Central Community College remains a strong and vital component of the Health Sciences Division and is a key contributor to the college's mission of supporting regional workforce development. As one of only three CODA (Commission on Dental Accreditation) accredited programs in Nebraska, it is a highly valued resource for employers within CCC's service area and beyond, including neighboring states. Dental practices continue to expand their services, resulting in growing demand for qualified dental assistants and administrative personnel. Graduates of the program are well-positioned to meet this need, with many securing employment prior to graduation, some even working part-time in dental offices while still enrolled. Program alumni find opportunities in a wide range of settings, including general and specialty dental practices, dental insurance companies, and educational institutions.

The program operates on a hybrid cohort model, enrolling 16 students each fall who complete coursework and clinical practicum experiences over the fall, spring, and summer semesters. These practicum placements are essential, offering students real-world experience in dental offices throughout the region. The program is designed with a strong emphasis on quality, maintaining low student-to-faculty ratios, personalized academic advising, and individualized job placement support. Faculty and the program director are deeply engaged in professional development, curriculum assessment, and collaboration with advisory board members and clinical partners to ensure training aligns with evolving industry standards.

While student credit hours per faculty FTE are below the 275 threshold, and the five-year average remains slightly under that mark, this is due to CODA-mandated instructional requirements. The accreditation standards strictly limit faculty-to-student ratios to 1:6 for clinical and radiography instruction and 1:12 for laboratory and preclinical courses. These ratios, along with the physical capacity of CCC's dental assisting clinic and labs, cap annual enrollment at 16 students. Additionally, the number of available practicum sites further limits the ability to expand the program. Despite these intentional constraints, they are critical to maintaining the high educational and safety standards expected by both accreditation bodies and the industry.

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Graduates experience high job placement rates, with increasing wages and steady demand across Nebraska. Retirement risk in the region is average, with about 35 expected retirements annually, ensuring a consistent need for new professionals. While most program participants are female, male enrollment is growing, and the student population includes a variety of ethnic backgrounds. However, diversity in the profession across the region remains low, representing a key opportunity for CCC to lead in building a more inclusive dental workforce. This is particularly critical in rural Nebraska, where culturally competent care and access to trained dental professionals are essential to improving public health outcomes. With strong enrollment, high placement rates, and a reputation for excellence, CCC's Dental Assisting Program continues to meet both workforce and community needs across the state.

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).



Dental Assisting

Coordinating Commission Seven-Year Review 2025

Information in this report reviewed and recommended to cabinet:

Central Community College Educational Services, 04/24/2025

Recommended continuation of programs without monitoring:

Central Community College College Cabinet, 05/01/2025

Central Community College Board of Governors, 05/15/2025 **PENDING**

Shelly Steinkruger - Program Director

Savannah Blanke - Instructor

Dr. Sarah Kort - Dean of Instruction, Health Sciences

Dr. Marcie Kemnitz - Division Vice President, Health Sciences

Dental Assisting

Program Review Summary – Dr. Sarah Kort

Dental Assistants perform a variety of duties under the direction of a dentist, including clinical tasks such as equipment preparation, sterilization, patient preparation for treatment, assisting the dentist during procedures, and providing patients with instructions for oral healthcare procedures. In addition, they may also take on administrative duties, such as scheduling appointments, maintaining medical records, and handling billing and coding for insurance purposes. Job titles commonly reported by program graduates include Certified Registered Dental Assistant, Oral Surgery Assistant, Expanded Duty Dental Assistant, Surgical Dental Assistant, Orthodontic Assistant, Expanded Dental Assistant, Certified Dental Assistant, Registered Dental Assistant, Expanded Functions Dental Assistant, and Dental Assistant.

The Dental Assisting program at Central Community College continues to be a critical and successful part of the health science division, providing students with the skills and knowledge needed to excel in the dental industry. Over the years, the program has consistently demonstrated strong performance in key areas such as employment outcomes, retention rates, and academic success.

Graduates of the Dental Assisting program consistently find employment, with many securing jobs before completing their studies, and some working part-time in dental offices while still enrolled in the program. Despite regional employment rates being below the national average, the demand for dental assistants remains robust, and students report high levels of satisfaction with their wages and compensation. Graduates are employed in various settings, including dental offices, educational institutions, and dental insurance companies, working in both general and specialty practices.

The median wage for dental assistants in our area is \$19.45 per hour, which is lower than the national median wage of \$22.35 per hour. However, many students report satisfaction with their compensation, and the growing demand for dental assistants suggests strong opportunities for wage growth as the profession continues to expand.

The program boasts an impressive 100% retention rate over the last four years, which is a testament to the strong support systems in place. Faculty and program directors maintain regular, one-on-one communication with students, ensuring that they feel valued and supported throughout their studies. The course completion rate is equally impressive, with a 100% completion rate for 2023-24 and a 5-year average of 99.2%. These high success rates are largely attributed to the program's rigorous admission requirements, the hybrid instructional delivery model, and the unwavering dedication of the faculty to provide personalized academic guidance.

Each year, the program enrolls 16 students, achieving full enrollment each fall. The program follows a cohort model, where students complete their studies together in a collaborative environment. This model fosters strong bonds among students, encouraging peer support and contributing to overall success. Additionally, the hybrid format provides students with the flexibility to balance their school, work, and life responsibilities, further promoting retention and completion rates.

As one of only three CODA-accredited dental assisting programs in Nebraska, the program is a highly valuable resource for employers throughout the state and surrounding regions. The dental assisting job market is expanding, with salaries on the rise and a growing demand for skilled professionals. This ensures that graduates

of the program have a wide range of employment opportunities upon completion, making it a desirable career path for students.

The program benefits from a low student-to-faculty ratio, allowing for more individualized instruction and greater student success. Faculty and the program director are committed to staying current with industry standards by engaging in ongoing professional development. This ensures that the curriculum is continually refined to meet the needs of the dental industry, while maintaining strong relationships with the program's advisory board and practicum sites.

The strong demand for dental assistants in the region, coupled with the program's reputation for producing highly skilled professionals, ensures that it will remain relevant and in high demand for years to come. Employment opportunities in dental offices across the region continue to increase, providing ample job prospects for graduates and reinforcing the program's success.

The Dental Assisting program at Central Community College is a vital and thriving component of the health science division. With consistently high retention and completion rates, strong employment outcomes, and a rigorous, well-rounded curriculum, the program effectively meets the growing demands of the dental industry. With this, we recommend continuation of the program.

I. Program: **Dental Assisting**

II. College Mission: Central Community College maximizes student and community success.

III. College Vision: The Best Choice –

for students to achieve their educational goals.

- quality education
- personal service and individualized attention
- exceptional and passionate faculty and staff
- extraordinary value

for developing a skilled workforce.

- employability and/or successful credit transfers
- graduates who advocate for CCC
- business and industry partnerships
- state-of-the-art facilities and technologies

for advancing communities.

- educational partnerships
- strong alumni support
- foster economic development
- sustainability leaders

IV. Program Mission Statement:

The Dental Assisting Program provides the educational environment and experiences to prepare for employment as a dental assistant. Students will develop knowledge and skills needed to assist during dental care delivery and perform supportive laboratory and business office procedures effectively and professionally. Program graduates can take the Dental Assisting National Board Examination (DANB) and will meet all requirements to be employed in Nebraska as a *Dental Assistant (DA)*. Graduation from CCC's Dental Assisting Program will meet the education requirement for Nebraska's optional credential of *Licensed Dental Assistant (LDA)*.

V. Program Vision Statement:

The Dental Assisting Program provides an education that positions graduates to assume an expanded role in the delivery of dental care in Nebraska. We value:

- student success
- on-going relationships with graduates as lifelong learners and supporters of the program
- mandatory education for dental assistants
- wage and benefits for dental assistants commensurate with responsibility
- open communication between all dental entities
- continuing education for dental assistants
- promotion of dental assisting as a progressive career
- accreditation by the American Dental Association's Commission on Accreditation

VI. Program/Discipline Environmental Scan (Program Need):

Program placement statistics indicate a strong market in central Nebraska for people with a dental assisting education. Population growth, greater retention of natural teeth, and an increased focus on preventive and cosmetic dental care will continue to drive demand for dental services. As dentists' workloads increase, it is expected that they will delegate more patient care tasks to dental assistants so they may devote their own time to more complex procedures. Some job openings will arise out of the need to replace assistants who retire, transfer to other occupations, or leave for other reasons. Since January 2018, dental assistants in Nebraska can become licensed members of the dental care team. Licensed dental assistants are eligible to take additional instruction in four functions (take impressions for fixed prostheses, take impressions for, and make minor adjustments to removable prostheses; cement prefabricated fixed prostheses on primary teeth, and monitor and administer nitrous oxide). After working 1500 hours (approximately 1 year) as a *Licensed Dental Assistant*, an assistant will be eligible to add restorative tasks to his/her skills.

A. Industry or college need

Programs - A summary of industry need include EMSI or State data, information from advisory committees

Disciplines – data of college usage and a summary statement

Lightcast (EMSI) Q4 2024 Data Set

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

REPORT PARAMETERS

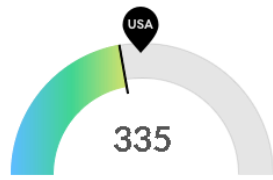
1 Occupation

Occupation Summary for Dental Assistants

Dental Assistants (SOC 31-9091): Perform limited clinical duties under the direction of a dentist. Clinical duties may include equipment preparation and sterilization, preparing patients for treatment, assisting the dentist during treatment, and providing patients with instructions for oral healthcare procedures. May perform administrative duties such as scheduling appointments, maintaining medical records, billing, and coding information for insurance purposes. Sample of Reported Job Titles: Certified Registered Dental Assistant, Oral Surgery Assistant, Expanded Duty Dental Assistant (EDDA), Surgical Dental Assistant, Orthodontic Assistant (Ortho Assistant), Expanded Dental Assistant, Certified Dental Assistant (CDA), Registered Dental Assistant (RDA), Expanded Functions Dental Assistant (EFDA), Dental Assistant (DA)

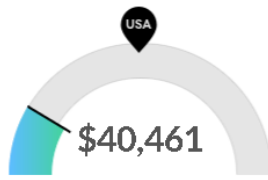
EXECUTIVE SUMMARY

Light Job Posting Demand Over a Thin Supply of Regional Jobs



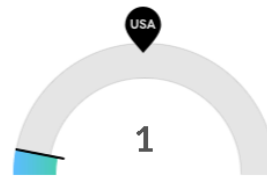
Jobs (2024)

Your area is not a hotspot for this kind of job. The national average for an area this size is 395* employees, while there are 335 here.



Compensation

Earnings are low in your area. The national median salary for Dental Assistants is \$46,487, compared to \$40,461 here.



Job Posting Demand

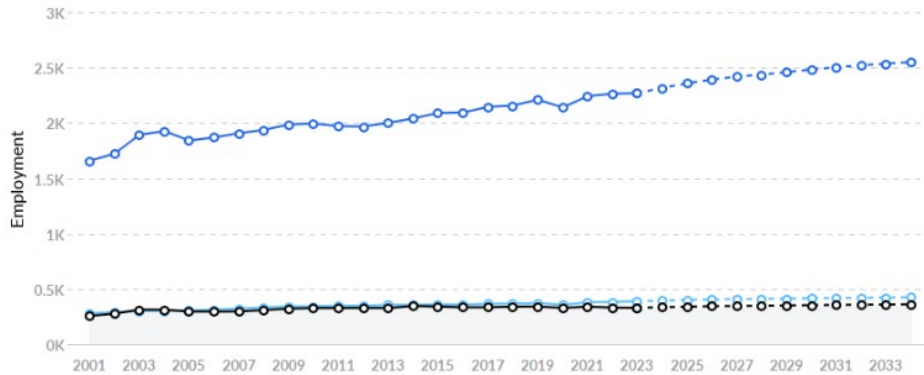
Job posting activity is low in your area. The national average for an area this size is 11* job postings/mo, while there is 1 here.

*National average values are derived by taking the national value for Dental Assistants and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

JOBS

Regional Employment Is Lower Than the National Average

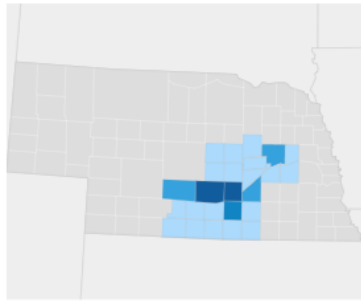
An average area of this size typically has 395* jobs, while there are 335 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



Region	2024 Jobs	2029 Jobs	Change	% Change
● CCC Service Area	335	351	16	4.8%
● National Average	395	413	18	4.6%
● State of Nebraska	2,317	2,460	143	6.2%

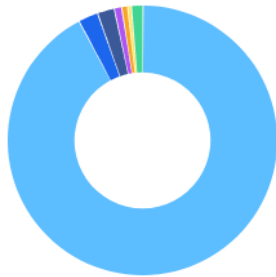
*National average values are derived by taking the national value for Dental Assistants and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



County	2024 Jobs
Hall County, NE	86
Buffalo County, NE	86
Adams County, NE	47
Platte County, NE	26
Dawson County, NE	19

Most Jobs are Found in the Offices of Dentists Industry Sector

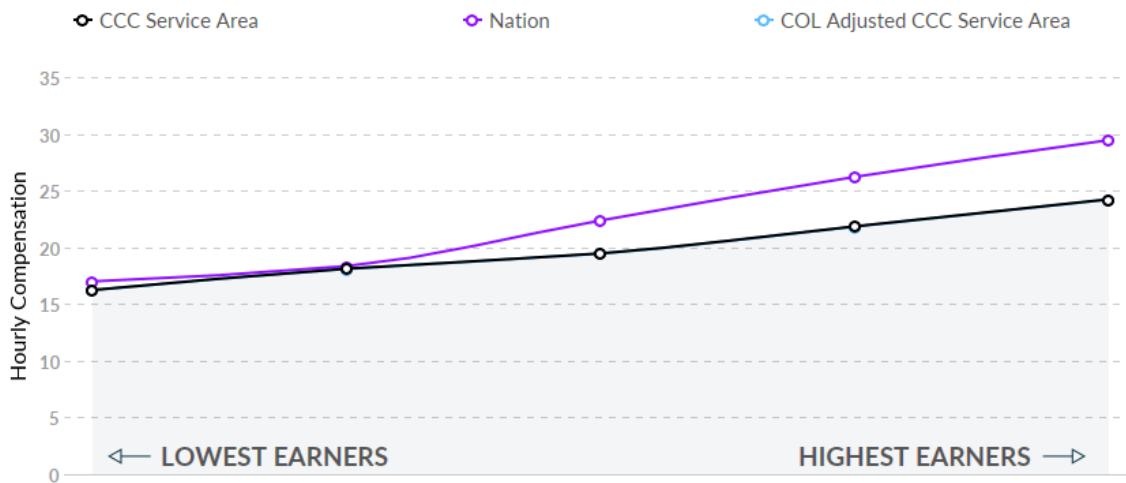


Industry	% of Occupation in Industry (2024)
Offices of Dentists	92.2%
Offices of Physicians	2.4%
Outpatient Care Centers	2.0%
Federal Government, Civilian	0.9%
Education and Hospitals (State Government)	0.7%
Local Government, Excluding Education and Hospitals	0.5%
Other	1.4%

COMPENSATION

Regional Compensation Is 13% Lower Than National Compensation

For Dental Assistants, the 2023 median wage in your area is \$19.45/hr, while the national median wage is \$22.35/hr.



JOB POSTING ACTIVITY



11 Unique Job Postings

The number of unique postings for this job from Jan 2024 to Nov 2024.



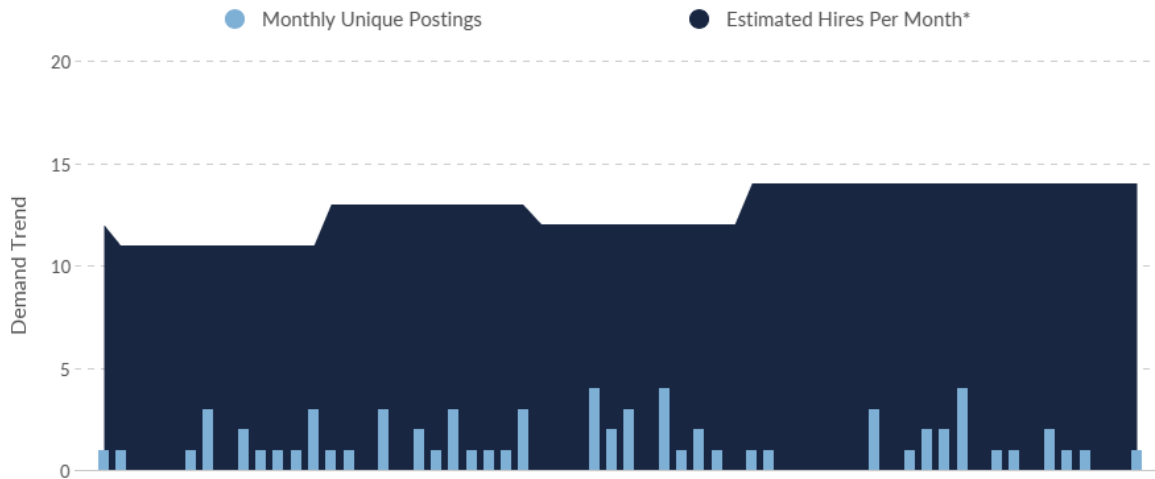
5 Employers Competing

All employers in the region who posted for this job from Jan 2024 to Nov 2024.



9 Day Median Duration

Posting duration is 13 days shorter than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2024 - Nov 2024)	Avg Monthly Hires (Jan 2024 - Nov 2024)
Dental Assistants	1	14

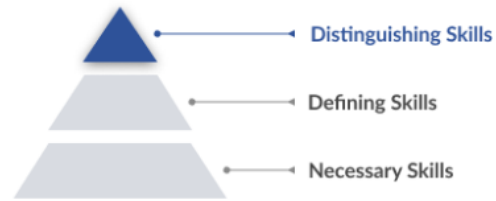
*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings	Top Job Titles	Unique Postings
Aspen Dental	7 <div style="width: 70%;"></div>	Dental Assistants	7 <div style="width: 70%;"></div>
Cottonwood Dental	1 <div style="width: 10%;"></div>	Oral Surgery Assistants	2 <div style="width: 20%;"></div>
Nebraska Oral & Facial Surger	1 <div style="width: 10%;"></div>	Hiring Managers	1 <div style="width: 10%;"></div>
Platte Valley Endodontics	1 <div style="width: 10%;"></div>		

SKILLS

Top Distinguishing Skills by Demand

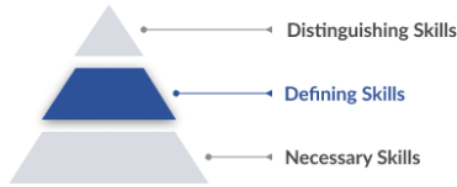
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Oral And Maxillofacial Surgery	✓	3	+10.0%	Growing
Patient Comfort	✓	0	+8.1%	Stable
Postoperative Care	✓	0	+7.8%	Stable
Expanded Functions Dental Assistant	✗	0	-5.2%	Lagging
Endodontics	✓	0	+16.0%	Growing
Coronal Polishing	✓	0	+4.1%	Lagging
Dental Experience	✗	0	+9.3%	Growing
Construct Study Casts	✓	0	+8.4%	Stable
Dental Health	✗	0	+15.7%	Growing
Dentures	✗	0	+20.6%	Rapidly Growing

Top Defining Skills by Demand

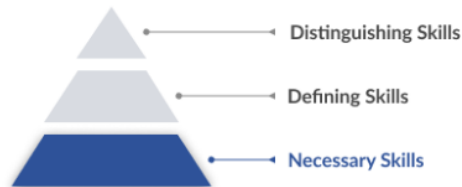
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Infection Control	✗	9	+17.1%	Growing
Radiology Certification	✗	5	+6.6%	Stable
Dental Radiography	✗	5	+11.3%	Growing
Oral Health	✗	4	+6.6%	Stable
Oral Hygiene	✗	4	+11.7%	Growing
Sterilization	✗	2	+9.2%	Growing
Dental Procedures	✓	1	+5.7%	Stable
Dentistry	✗	1	+8.0%	Stable
Dental Informatics	✗	1	+8.1%	Stable
Dental Hygiene	✗	0	+13.6%	Growing

Top Necessary Skills by Demand

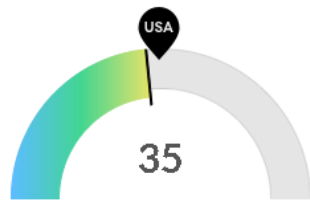
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Patient Education And Counseling	✗	5	+11.6%	Growing
Medical Records	✗	4	+12.5%	Growing
Treatment Planning	✗	1	+6.7%	Stable
Patient Preparation	✗	0	+15.8%	Growing
Disinfecting	✗	0	+16.8%	Growing
Cardiopulmonary Resuscitation (CPR) Certification	✗	0	+14.8%	Growing
Radiography	✗	0	+8.3%	Stable

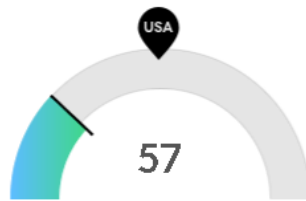
DEMOGRAPHICS

Retirement Risk Is About Average, While Overall Diversity Is Low



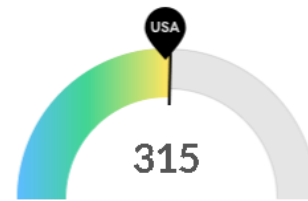
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 39* employees 55 or older, while there are 35 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 144* racially diverse employees, while there are 57 here.

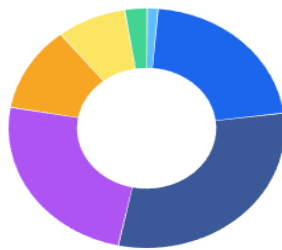


Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 308* female employees, while there are 315 here.

*National average values are derived by taking the national value for Dental Assistants and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown



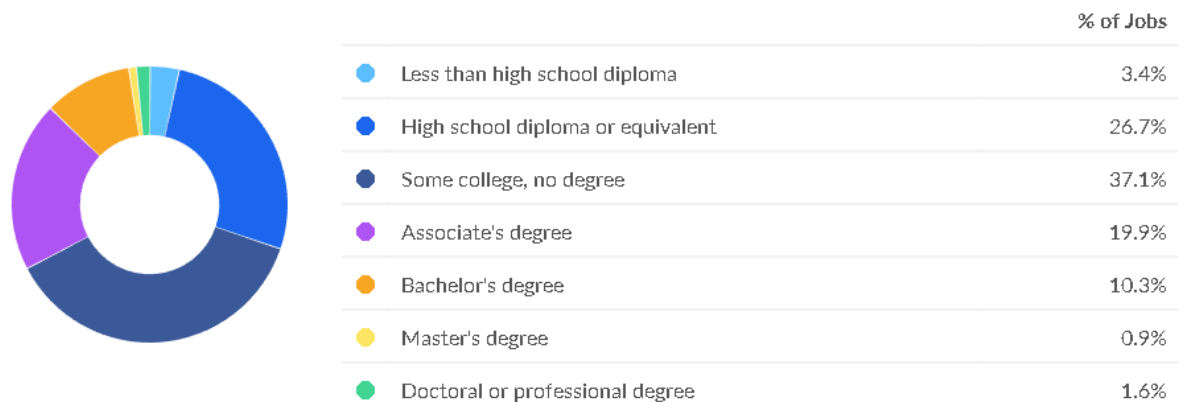
	% of Jobs	Jobs
14-18	1.3%	4
19-24	21.6%	71
25-34	30.3%	100
35-44	24.5%	81
45-54	11.5%	38
55-64	8.1%	27
65+	2.6%	9

Occupation Gender Breakdown



	% of Jobs	Jobs
Males	4.5%	15
Females	95.5%	315

National Educational Attainment



GRADUATE PIPELINE



1 Program

Of the programs that can train for this job, 1 has produced completions in the last 5 years.

CIP Code

Top Programs

51.0601

Dental Assisting/Assistant

Top Schools

Central Community College



1 Completion (2023)

The completions from all regional institutions for all degree types.



52 Openings (2023)

The average number of openings for an occupation in the region is 28.

Completions (2023)

1

Completions (2023)

1

2025 Summary of Lightcast Q4 2024 Data Set:

Although the Lightcast Data shows regional employment is less than the national average, we are not finding that to be true among our graduates. We have an abundance of dental assisting positions, and our graduates are not having difficulty finding jobs. Many have secured employment prior to completion of the program, and some are working part-time in dental offices while in the program. Students are reporting satisfaction with the wages and compensation that they are receiving. Most of the dental assistants enrolled in the program are female students, although we do have male students. We find a mix of ethnicities within the program.

B. Supporting Data

Data suggests that the job market will increase over the next few years across the region and the state of Nebraska. The salary continues to climb which poses a positive demand for students entering the field.

a. Awards

Degree/ Credential Awarded	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr avg
AAS	4	16	8	1	13	8.4
Diploma	8	21	12	-	15	11.2
Certificate						
Total Awards	12	37	20	1	28	19.6
# of Graduates	10	26	12	1	16	13.0

	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr avg
Degrees	4	16	8	1	13	8.40
Total awards	12	37	20	1	28	19.60
FT program faculty	2.03	1.68	1.69	2.14	2.20	1.95
Degrees/ FT faculty	1.97	9.52	4.73	0.47	5.91	4.31
Awards/ FT faculty	5.91	22.02	11.83	0.47	12.73	10.05

LOA	Award name	2019-20	2020-21	2021-22	2022-23	2023-24	5-Year Total	5-Year Avg
AAS_DENT	Dental Assisting Degree	4	16	8	1	13	42	8.4
DIP_DENT	Dental Assisting Diploma	8	21	12	0	15	56	11.2
	Total Awards	12	37	20	1	28	98	19.6

2025 Summary of Awards (2023-24 data):

The Dental Assisting program exceeds the CCPE threshold of an average of 10 awards. The 5-year average appears to be lower due to a gap in 2022-2023 data. The program accepts 16 students each year, who begin the fall semester as a cohort, we are typically at full enrollment. Faculty/student ratios allow for more individualized instruction which increases student retention and allows for high graduation rates. In addition to the cohort group that earn diplomas upon completion of the program, approximately 50% or more of the students will also earn the Associate of Applied Science Degree. We anticipate that enrollment will remain strong in the future.

b. Student Credit Hours Produced per Faculty FTE

	2019-20	2020-21	2021-22	2022-23	2023-24	5 yr avg*
Student Credit Hours (SCH)	526	478	391	523	437	471
Faculty Full-time Equivalency (FTE)	2.03	1.68	1.69	2.14	2.20	1.95
SCH/Faculty FTE	259.11	284.52	231.36	244.39	198.64	241.54

Source: Program Stats by Alpha and Instructor-Student FTE reports.

*By term analysis combined to conduct an annual review. Numbers reported reflect 3 negotiated contract periods (FA17-SU20, FA20-SU22, FA22-SU25). Numbers for 22-23 and 23-24 FTE reflect updated tracking method for part-time instructors.

2025 Summary of the Student Credit Hours per Faculty FTE (2023-24 data):

The 2023-24 Student Credit Hours per Faculty FTE are lower than the threshold of 275 and the 5-year average is slightly lower than the threshold. This may be because as a Commission on Dental Accreditation (CODA) accredited program the program has specific student/faculty ratios that they must maintain. These guidelines restrict the faculty/student ratios to 1 to 6 for clinical and radiography courses, and 1 to 12 for laboratory and preclinical courses. These ratios restrict the number of students that may enroll yearly, in addition to the CODA requirements the lab and clinic size of the dental assisting facility does not allow for additional students. The number of practicum sites available also plays a roll in our maximum enrollment.

2025 Summary Statement:

The dental assisting program remains a strong and viable part of the health science division and of Central Community College. As one of 3 CODA (Commission on Dental Accreditation) accredited programs in Nebraska, it is an asset to employers within our service area and throughout the whole state and surrounding states. Dental offices continue to grow their services, resulting in offices needing more qualified assistants and office personnel. All students looking for employment can find employment opportunities with many of them securing employment prior to the completion of the program, with some working part-time while completing the program. Many opportunities are available for program graduates, who can find employment in general and specialty offices, working as chairside assistants and office assistants. In addition, some graduates are employed in educational setting or dental insurance companies.

The program is a hybrid cohort model allowing for the enrollment of 16 students each fall, these students complete a fall, spring, and summer session together. Spring and summer sessions include practicum experiences in dental offices. The program director and faculty provide a high-quality experience for each student. This includes low student to faculty ratios, strong program advisement, and aid in the search for employment. In addition, the faculty and director partake in professional development to keep up with industry standards, evaluate and revise the curriculum as needed, and maintain a strong relationship with advisory board members and practicum offices.

We anticipate continuing to see strong enrollments over the coming years, employment opportunities within dental offices support the need for high enrollment.

Justification if the program is below CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).



Early Childhood Education

Coordinating Commission Seven-Year Review 2025

Information in this report reviewed and recommended to cabinet:

Central Community College Educational Services, 04/24/2025

Recommended continuation of programs without monitoring:

Central Community College College Cabinet, 05/01/2025

Central Community College Board of Governors, 05/15/2024 **PENDING**

Taylor Brase - Program Director

Lisa Brestel - Instructor

Jackie Zeckser - Instructor

Dr. Daniel Deffenbaugh - Associate Dean of Instruction, Arts, Sciences, & Business

Tod Heier - Associate Dean of Instruction, Arts, Sciences, & Business

Michelle Setlik - Associate Dean of Instruction, Arts, Sciences, & Business

Kyle Sterner - Associate Dean of Instruction, Arts, Sciences, & Business

Dr. Amy Mancini - Dean of Instruction, Arts, Sciences & Business

Dr. Kathy J. Fuchser - Division Vice President, Arts, Sciences & Business

Early Childhood Education

Program Review Summary – Dr. Amy Mancini

The Early Childhood Education (ECED) program at Central Community College (CCC) prepares students for careers in early childhood settings by providing hands-on learning experiences and coursework aligned with industry standards. The program offers an Associate of Applied Science (AAS) degree, diplomas, and certificates, including specialized options for Infant/Toddler care and Paraeducators.

Program Strengths & Growth

Enrollment trends show steady growth, with a significant increase in unduplicated graduates from 47 in 2022-23 to 71 in 2023-24, exceeding the five-year average of 48.6. Total awards granted in 2023-24 reached 126, the highest in the past five years.

Graduate employment remains high, with 79.9% of graduates employed full-time or continuing their education. Employer surveys indicate that 71.9% of graduates demonstrate proficiency in technical skills, with strengths in promoting child development and learning. However, areas for improvement include professional communication and entrepreneurial mindset, which the program is addressing through curriculum enhancements.

Program Initiatives

To meet industry demands and enhance student success, CCC is implementing many initiatives including:

- **8-Week Courses:** The program has launched 8-week courses to increase flexibility for students.
- **Early College Pathway:** A new pathway integrates the Early Childhood and Paraeducator certificates, with partnerships established to expand dual enrollment opportunities.
- **Strengthening Workforce Readiness:** CCC is enhancing practicum experiences and coursework to better prepare students for the workforce, focusing on professional skills, leadership, and hands-on learning opportunities. The incorporation of CPR/First Aid, Safe With You training, and background checks out students are ready for the workforce upon graduation, saving employers time and money.

The ECED program remains committed to fostering student success, addressing employer needs, and strengthening early childhood education in Nebraska.

- I. **Program:** Early Childhood Education
- II. **College Mission:** *Central Community College maximizes student and community success.*
- III. **College Vision:** Our vision is to be the best choice in our service area for:
 - Facilitating students' achievement of lifelong educational goals of a quality education provided by exceptional faculty and staff and leading to profitable employment options, successful credit transfer and continued learning. This can be done through individualized attention and valued as a positive return on investment.
 - Developing a skilled workforce through work-based learning partnerships and entrepreneurship opportunities while utilizing modern facilities, technologies and alumni advocates.
 - Advancing communities through public and private partnerships to create future civic contributors, economic developers and sustainability leaders.
- IV. **Program Mission Statement:**

The early childhood education program prepares students to provide developmentally appropriate activities in an enriched environment for children, to build partnerships with families and communities, and to maintain a commitment to professionalism.
- V. **Program Vision Statement:** CCC is the best choice for students to earn their degree in Early Childhood Education in Central Nebraska.
- VI. **Program/Discipline Environmental Scan (Program Need):**
 - A. Industry or college need
 - Programs - A summary of industry need include EMSI or State data, information from advisory committees
 - Disciplines – data of college usage and a summary statement

Lightcast (EMSI) Q4 2024 Data Set

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Report Parameters

1 Occupations

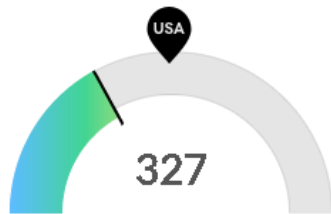
Preschool Teachers, Except Special Education (SOC 25-2011):

Instruct preschool-aged students, following curricula or lesson plans, in activities designed to promote social, physical, and intellectual growth. Excludes Special Education Teachers (25-2050), Substitute Teachers, Short-Term (25-3031), and Childcare Workers (39-9011).

Sample of Reported Job Titles: Teacher, Early Childhood Teacher, Toddler Teacher, Infant Teacher, Montessori Preschool Teacher, Pre-Kindergarten Teacher (Pre-K Teacher), Day Care Teacher, Nursery Teacher, Daycare Teacher, Montessori Paraprofessional

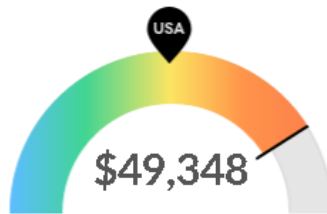
Executive Summary

Light Job Posting Demand Over a Thin Supply of Regional Jobs



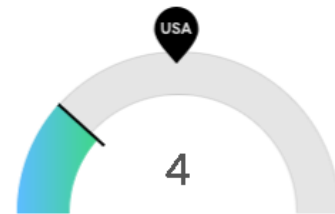
Jobs (2024)

Your area is not a hotspot for this kind of job. The national average for an area this size is 543* employees, while there are 327 here.



Compensation

Earnings are high in your area. The national median salary for Preschool Teachers, Except Special Education is \$36,887, compared to \$49,348 here.



Job Posting Demand

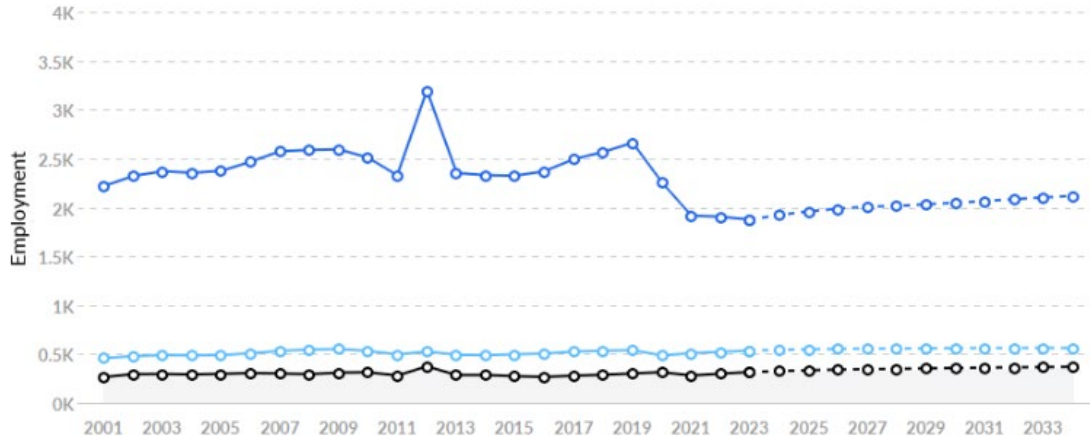
Job posting activity is low in your area. The national average for an area this size is 11* job postings/mo, while there are 4 here.

*National average values are derived by taking the national value for Preschool Teachers, Except Special Education and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Lower Than the National Average

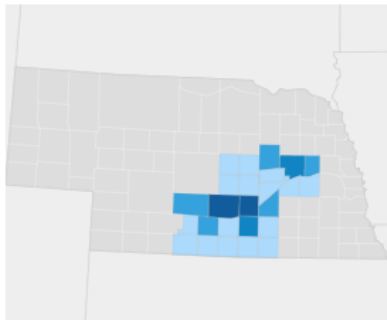
An average area of this size typically has 543* jobs, while there are 327 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



Region	2024 Jobs	2029 Jobs	Change	% Change
● CCC Service Area	327	354	27	8.4%
● National Average	543	559	16	2.9%
● State of Nebraska	1,923	2,033	109	5.7%

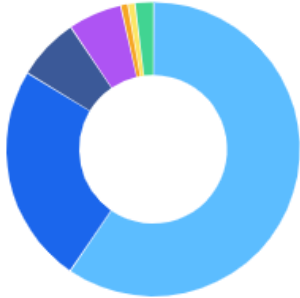
*National average values are derived by taking the national value for Preschool Teachers, Except Special Education and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



County	2024 Jobs
Buffalo County, NE	58
Hall County, NE	56
Platte County, NE	45
Adams County, NE	43
Dawson County, NE	18

Most Jobs are Found in the Child Day Care Services Industry Sector

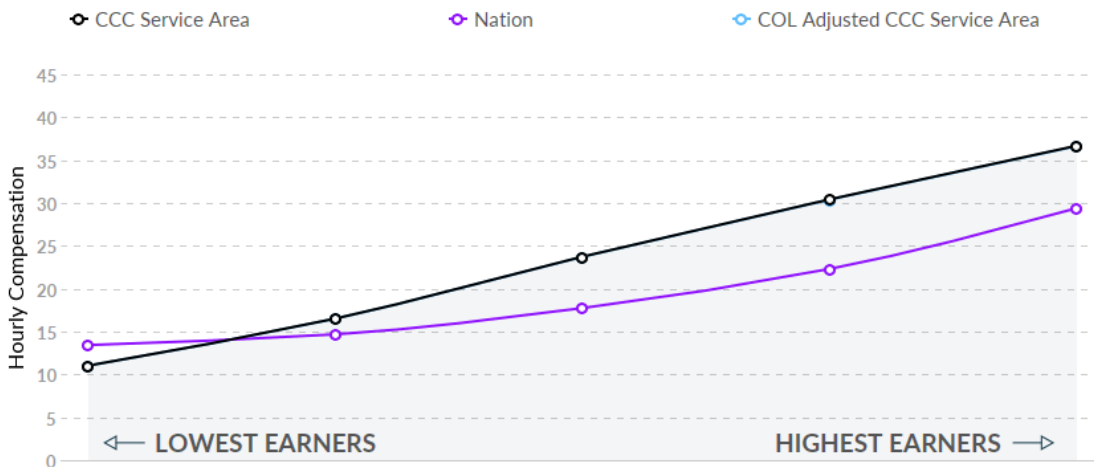


Industry	% of Occupation in Industry (2024)
Child Day Care Services	59.5%
Religious Organizations	24.1%
Education and Hospitals (Local Government)	6.9%
Elementary and Secondary Schools	5.9%
Local Government, Excluding Education and Hospitals	0.8%
Social Advocacy Organizations	0.8%
Other	2.0%

Compensation

Regional Compensation Is 34% Higher Than National Compensation

For Preschool Teachers, Except Special Education, the 2023 median wage in your area is \$23.73/hr, while the national median wage is \$17.73/hr.



46 Unique Job Postings

The number of unique postings for this job from Jan 2024 to Nov 2024.



9 Employers Competing

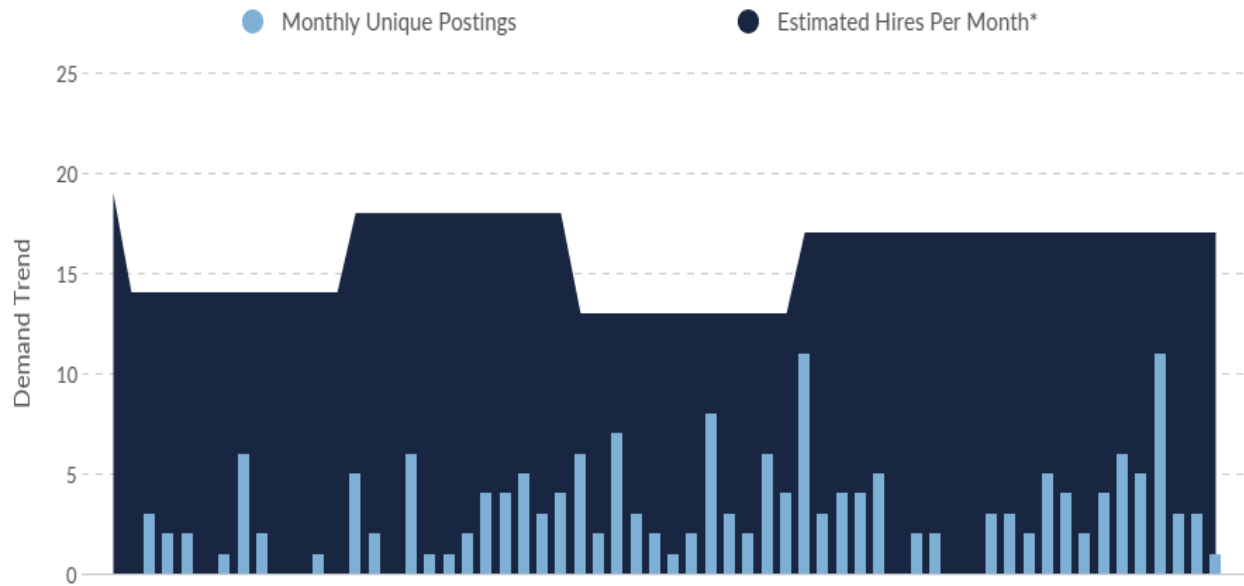
All employers in the region who posted for this job from Jan 2024 to Nov 2024.



24 Day Median Duration

Posting duration is 2 days longer than what's typical in the region.

Job Posting Activity



Occupation	Avg Monthly Postings (Jan 2024 - Nov 2024)	Avg Monthly Hires (Jan 2024 - Nov 2024)
Preschool Teachers, Except Special Education	4	17

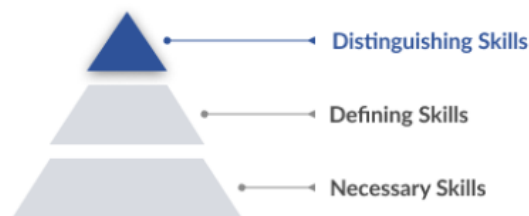
*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies		Top Job Titles	
	Unique Postings		Unique Postings
Nebraska Department Of Edu	13	Preschool Teachers	8
Worley	11	Early Childhood Teachers	7
University of Nebraska	8	Infant/Toddler Teachers	6
Central Nebraska Community	5	Directors of Early Childhood E	4
California State University	1	Directors of Early Childhood C	2
Central Community College	1	Paraeducators	2
Grand Island Public Schools	1	Child Care Assistant Teachers	1
Kearney Family Ymca	1	Child Care Teachers	1
		Computer Applications Teachr	1
		Day Care Assistants	1

Top Specialized Skills

Top Distinguishing Skills by Demand

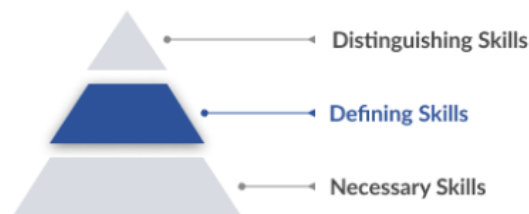
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Developmental Psychology	✓	1	+10.2%	Growing
Head Start (Education Program)	✓	0	+5.8%	Stable

Top Defining Skills by Demand

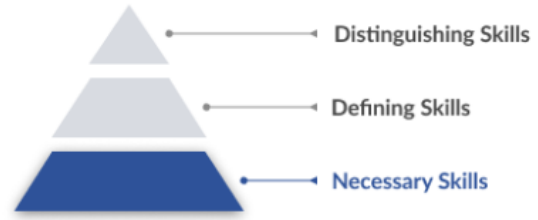
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Preschool Education	✗	17	+10.2%	Growing
Child Development	✗	13	+3.5%	Lagging
Cardiopulmonary Resuscitation (CPR) Certification	✗	8	+14.8%	Growing
First Aid Certification	✗	7	+13.5%	Growing
Lesson Planning	✗	3	+12.6%	Growing
Early Childhood Education	✓	2	+5.9%	Stable
Classroom Management	✗	1	+6.4%	Stable

Top Necessary Skills by Demand

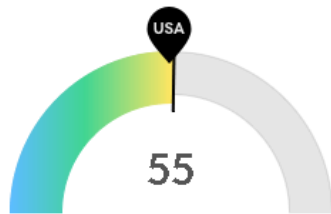
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Working With Children	✘	6	+10.1%	Growing

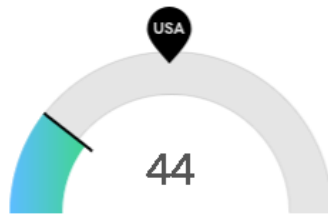
Demographics

Retirement Risk Is About Average, While Overall Diversity Is Low



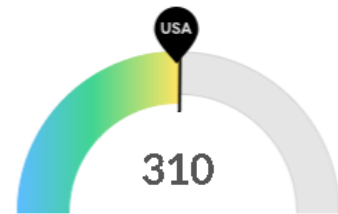
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 54* employees 55 or older, while there are 55 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 129* racially diverse employees, while there are 44 here.

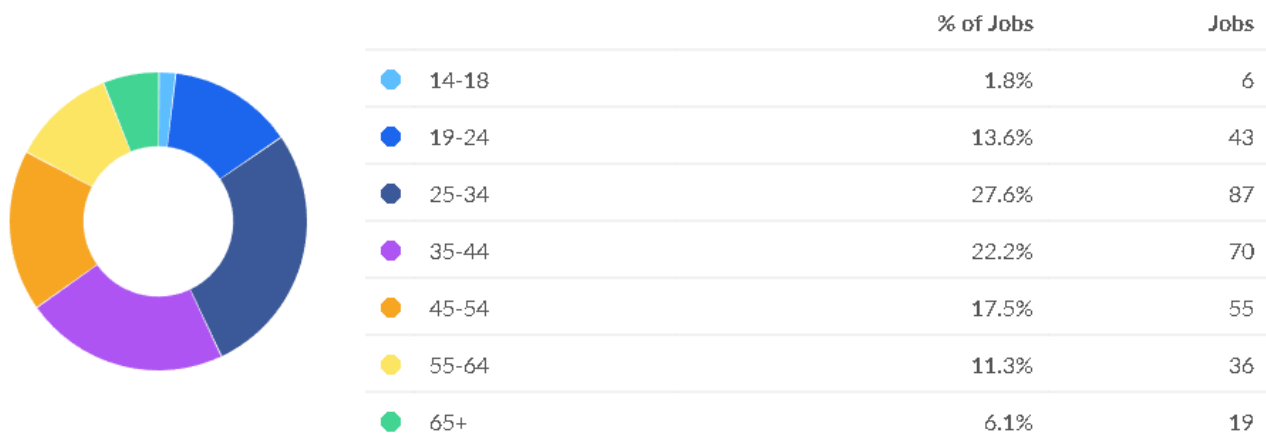


Gender Diversity

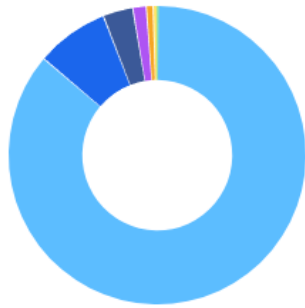
Gender diversity is about average in your area. The national average for an area this size is 306* female employees, while there are 310 here.

*National average values are derived by taking the national value for Preschool Teachers, Except Special Education and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown



Occupation Race/Ethnicity Breakdown



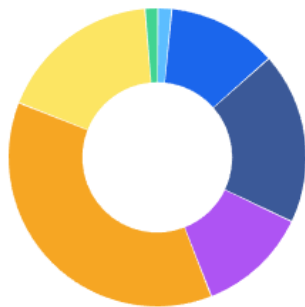
	% of Jobs	Jobs
White	86.1%	272
Hispanic or Latino	7.9%	25
Black or African American	3.3%	10
Two or More Races	1.5%	5
American Indian or Alaska Native	0.7%	2
Asian	0.5%	2
Native Hawaiian or Other Pacific Islander	0.0%	0

Occupation Gender Breakdown



	% of Jobs	Jobs
Males	2.0%	6
Females	98.0%	310

National Educational Attainment



	% of Jobs
Less than high school diploma	1.5%
High school diploma or equivalent	11.9%
Some college, no degree	18.6%
Associate's degree	12.0%
Bachelor's degree	36.9%
Master's degree	17.7%
Doctoral or professional degree	1.4%

Graduate Pipeline



2 Programs

Of the programs that can train for this job, 2 have produced completions in the last 5 years.



123 Completions (2023)

The completions from all regional institutions for all degree types.



45 Openings (2023)

The average number of openings for an occupation in the region is 28.

CIP Code	Top Programs	Completions (2023)
19.0708	Child Care and Support Services Management	89 <div style="width: 100%; height: 10px; background-color: #0070C0;"></div>
13.1399	Teacher Education and Professional Development, Specific Subject	34 <div style="width: 38%; height: 10px; background-color: #0070C0;"></div>

Top Schools	Completions (2023)
Central Community College	89 <div style="width: 100%; height: 10px; background-color: #0070C0;"></div>
University of Nebraska at Kearney	34 <div style="width: 38%; height: 10px; background-color: #0070C0;"></div>

2025 Summary of Lightcast Q4 2024 Data Set:

The Lightcast data set shows that early childhood educator compensation in CCC’s service area remains significantly higher than the national median salary. While this suggests a strong valuation of early childhood professionals in the region, job postings for early childhood education roles continue to be lower than the national average. Although Nebraska as a whole has a higher-than-average supply of jobs in the field, CCC’s immediate service area has fewer opportunities available. This trend highlights the ongoing challenge of availability of childcare in our area.

Job posting activity suggests that while demand exists, it remains more concentrated in certain areas rather than widespread across the service region. This could indicate population in those areas and need for childcare.

In terms of workforce skills, CCC’s early childhood education program continues to align well with industry needs. The top specialized skills in demand include child development, developmental psychology, interactive learning, lesson planning, and classroom management areas in which CCC’s curriculum provides thorough training. Hands-on skills such as diaper changing, first aid, and safety procedures are reinforced through practicum experiences and health and safety training. These competencies ensure that graduates are well-prepared to enter the workforce with the necessary knowledge and hands-on experience to meet employer expectations.

B. Supporting Data

a. Awards

Degree/ Credential Awarded	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr avg
AAS	24	13	22	24	34	23.4
Diploma	25	26	22	31	38	28.4
Certificate	42	36	51	34	54	43.4
Total Awards	91	75	95	89	126	95.2
# of unduplicated graduates	41	41	43	47	71	48.6

	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr avg
Degrees	24	13	22	24	34	23.40
Total awards	91	75	95	89	126	95.20
FT program faculty	5.38	4.48	4.38	4.68	5.16	4.82
Degrees/ FT faculty	4.46	2.90	5.02	5.13	6.59	4.85
Awards/ FT faculty	16.91	16.74	21.69	19.02	24.42	19.75

LOA	Award name	2019-20	2020-21	2021-22	2022-23	2023-24	5-Year Total	5-Year Avg
AAS_ECED	Early Childhood Education Degree	24	13	22	24	34	117	23.4
DIP_ECED	Early Childhood Education Diploma	25	26	21	30	37	139	27.8
DIP_ECED.HV	Early Childhood Education Diploma-Home Visitor			1	1	1	3	1
CER_ECED	Early Childhood Certificate	30	20	27	20	43	140	28
CER_ECED.I	Infant/Toddler Certificate	12	16	24	14	11	77	15.4
	Total Awards	91	75	95	89	126	476	95.2

2025 Summary of Awards (2023-24 data):

The number of unduplicated graduates has significantly increased over the last two years. In 2022-23, there were 47 unduplicated graduates, whereas in 2023-24, this number rose to 71—an increase of 24 graduates, which is well above the five-year average of 48.6.

Total awards granted in 2023-24 also saw a notable increase, reaching 126—the highest in the last five years and well above the five-year average of 95.2. This growth suggests a positive trend in student completion rates. Certificates remain the most awarded credential, with 54 issued in 2023-24, compared to the five-year average of 43.4. Diploma awards also increased to 38, surpassing the five-year average of 28.4, while AAS degrees saw an increase to 34, exceeding the five-year average of 23.4.

When examining awards per full-time faculty, the number rose to 24.42 in 2023-24, compared to the five-year average of 19.75. Similarly, degrees per faculty increased to 6.59, which is above the five-year average of 4.85.

Overall, the 2023-24 data shows strong growth in the number of awards and unduplicated graduates, indicating improved program completion rates and increased student success.

b. Student Credit Hours Produced per Faculty FTE

	2019-20	2020-21	2021-22	2022-23	2023-24	5 yr avg*
Student Credit Hours (SCH)	2184	1811	1968	2521	2363	2169.40
Faculty Full-time Equivalency (FTE)	5.38	4.48	4.38	4.68	5.16	4.82
SCH/Faculty FTE	405.95	404.24	449.32	538.68	457.95	450.08

Source: Program Stats by Alpha and Instructor-Student FTE reports.

*By term analysis combined to conduct an annual review. Numbers reported reflect 3 negotiated contract periods (FA17-SU20, FA20-SU22, FA22-SU25). Numbers for 22-23 and 23-24 FTE reflect updated tracking method for part-time instructors.

2025 Summary of the Student Credit Hours per Faculty FTE (2023-24 data):

The data above indicates that student credit hours have decreased by 158 hours from the previous year (2022-23). However, the SCH for 2023-24 remains above the five-year average of 2169.40. The faculty FTE for 2023-24 increased to 5.16, the highest in the past five years and above the five-year average of 4.82. The SCH per Faculty FTE decreased from 538.68 in 2022-23 to 457.95 in 2023-24 but remains above the five-year average of 450.08. These trends suggest a slight decline in student credit hours from last year, alongside an increase in faculty FTE, which may reflect adjustments in faculty course loads or student enrollment trends.

2025 Summary Statement:

The early childhood education budget meets the needs of our current goals. No additional needs outside of the current budget.

Justification if the program is below CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document

Program is critical to the role and mission of the institution (detailed explanation).

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Central Community College's Heating, Air Conditioning and Refrigeration program serves an important need in the workforce. Industry seeks our students and often prior to graduation. Data suggests there are more jobs available than we have graduates with a projected increase in need in the next five years.

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).



Heating, Air Conditioning and Refrigeration

Coordinating Commission Seven-Year Review 2025

Information in this report reviewed and recommended to cabinet:

Central Community College Educational Services, 04/24/2025

Recommended continuation of programs without monitoring:

Central Community College College Cabinet, 05/01/2025
Central Community College Board of Governors, 05/15/2024 **PENDING**

Dale Long – Program Faculty

Alison Feeney, M.A.E. – Associate Dean of Instruction, Career & Technical Sciences
Brian Hoffman, M.A. – Associate Dean of Instruction, Career & Technical Sciences
John McKinney, M.Div. – Associate Dean of Instruction, Career & Technical Sciences

Nate Allen, Ed.D. – Dean of Instruction, Career & Technical Sciences
Christopher Waddle, J.D. – Division Vice President, Career & Technical Sciences

Heating, Air Conditioning and Refrigeration

Program Review Summary – Dr. Nate Allen

The Heating, Air Conditioning and Refrigeration (HVAC) program continues to be a successful, and industry demanded, program within the Career and Technical Sciences division offered at Central Community College. The program is offered on one campus across our twenty-five-county service area with one full-time instructor located on the Hastings campus. The HVAC program at CCC plays a crucial role in meeting the growing demand for skilled technicians in the ever-evolving building systems industry. This program is designed to provide students with the hands-on training, technical expertise, and industry-recognized certifications required to excel in HVAC installation, maintenance, and repair.

The HVAC program is unique in the sense that it is featured on one campus, and both first- and second-year students are taught by the same instructor. The ability to navigate a schedule and lab opportunities for both groups of students requires a unique scheduling block to teach both groups of students separately. Since the implementation of this separate schedule over the last two years, it has allowed the instructor more individualized instruction which allows for more engaged students, and an overall increase of more students coming into the program. Since fall of 2023, retention rates for HVAC students are around 79%. Focused efforts and goals by the faculty to work with area employers to retain students between year one and two of the program have begun. The instructor has heard from employers that students who enter the summer internship or part-time employment enjoy working and the pay and don't want to return. Working with business partners who back the educational experience for each student to reach completion is a current goal of the instructor.

The CCC HVAC program offers an educational opportunity for those students seeking to enter the HVAC Technology Industry, which is a high demand work force in Central Nebraska. CCC currently offers an Associate of Applied Science degree in HVAC, a diploma in HVAC Technology, and one certificate can be awarded in Basic Refrigeration. The awards within the HVAC program at CCC have stayed consistent, with a five-year average of 14.8 awards received by our graduates. Over the past five years, the number of degrees awarded annually has ranged from 2-6, with a five-year average of 3.2 degrees. The instructor works with local industry to ensure a competitive wage for their graduates compared to other parts of the state and national averages. According to Light Cast data, our area is far behind in terms of pay compared to the rest of the state.

The HVAC program is under the minimum threshold for student credit hours, student credit hours to full-time equivalent faculty (FTEF) ratio, but meets the total number of graduates. Due to the high demand of this career in the service area and across the state, we understand how important this field and program is; therefore, Career and Technical Sciences leadership recommends continuation of the program.

- I. **Program:** **Heating, Air Conditioning and Refrigeration (HVAC)**
- II. **College Mission:** Central Community College maximizes student and community success.
- III. **College Vision: The Best Choice –**
for students to achieve their educational goals.
 - quality education
 - personal service and individualized attention
 - exceptional and passionate faculty and staff
 - extraordinary value**to develop a skilled workforce.**
 - employability and/or successful credit transfers
 - graduates who advocate for CCC
 - business and industry partnerships
 - state-of-the-art facilities and technologies**for advancing communities.**
 - educational partnerships
 - strong alumni support
 - foster economic development
 - sustainability leaders
- IV. **Program Mission Statement:** Maximize student and community success in the Heating, Ventilation and Air Condition program.
- V. **Program Vision Statement:** To be the best choice for HVAC students, business and industry.
- VI. **Program/Discipline Environmental Scan (Program Need):**
 - A. Industry or college need:

The Central Community College (CCC) Heating, Air-Conditioning and Refrigeration (HVAC) program offers a vital educational opportunity for those students seeking to enter the HVAC industry. CCC currently offers an Associate of Applied Science degree in Heating, Air Conditioning and Refrigeration. Additionally, a diploma in Heating, Air Conditioning and Refrigeration and a Certificate focusing on Basic Refrigeration are offered. Industry partners are very passionate about the quality of the students being produced in the program and the need for qualified HVAC technicians is very high.

Lightcast (EMSI) Q4 2024 Data Set

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Report Parameters

1 Occupations

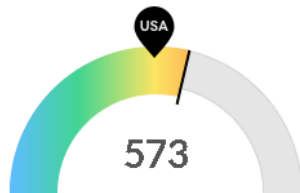
Heating, Air Conditioning, and Refrigeration Mechanics and Installers (SOC 49-9021):

Install or repair heating, central air conditioning, HVAC, or refrigeration systems, including oil burners, hot-air furnaces, and heating stoves.

Sample of Reported Job Titles: HVAC Tech (Heating, Ventilation, and Air Conditioning Technician), HVAC Mechanic (Heating, Ventilation, and Air Conditioning Mechanic, Refrigeration Mechanic, HVAC Service Tech (Heating, Ventilation, and Air Conditioning Service Technician), A/C Service Tech (Air Conditioning Service Technician), Refrigeration Service Technician (Refrigeration Service Tech), HVAC Installer (Heating, Ventilation, and Air Conditioning Installer), A/C Mechanic (Air Conditioner Mechanic, Heating, Ventilation, Air Conditioning, and Refrigeration Technician, HVAC-R Service Tech (Heating, Ventilation, Air Conditioning, and Refrigeration Service Technician)

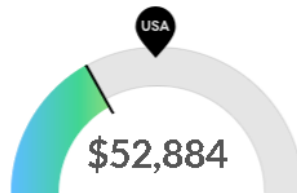
Executive Summary

Light Job Posting Demand Over a Deep Supply of Regional Jobs



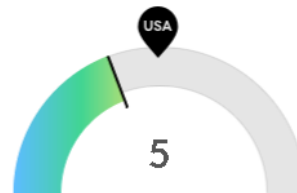
Jobs (2024)

Your area is a hotspot for this kind of job. The national average for an area this size is 465* employees, while there are 573 here.



Compensation

Earnings are low in your area. The national median salary for Heating, Air Conditioning, and Refrigeration Mechanics and Installers is \$56,611, compared to \$52,884 here.



Job Posting Demand

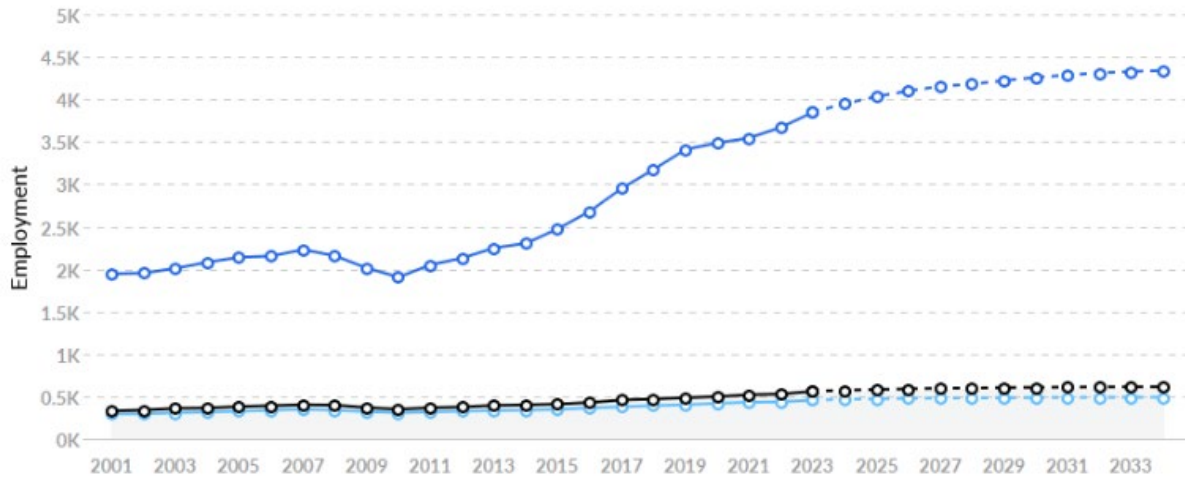
Job posting activity is low in your area. The national average for an area this size is 7* job postings/mo, while there are 5 here.

*National average values are derived by taking the national value for Heating, Air Conditioning, and Refrigeration Mechanics and Installers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Higher Than the National Average

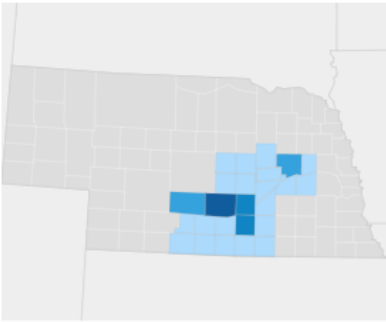
An average area of this size typically has 465* jobs, while there are 573 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



Region	2024 Jobs	2029 Jobs	Change	% Change
● CCC Service Area	573	603	30	5.3%
● National Average	465	484	19	4.1%
● State of Nebraska	3,950	4,221	271	6.9%

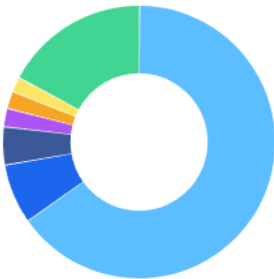
*National average values are derived by taking the national value for Heating, Air Conditioning, and Refrigeration Mechanics and Installers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



County	2024 Jobs
Buffalo County, NE	134
Adams County, NE	105
Hall County, NE	100
Platte County, NE	57
Dawson County, NE	45

Most Jobs are Found in the Building Equipment Contractors Industry Sector

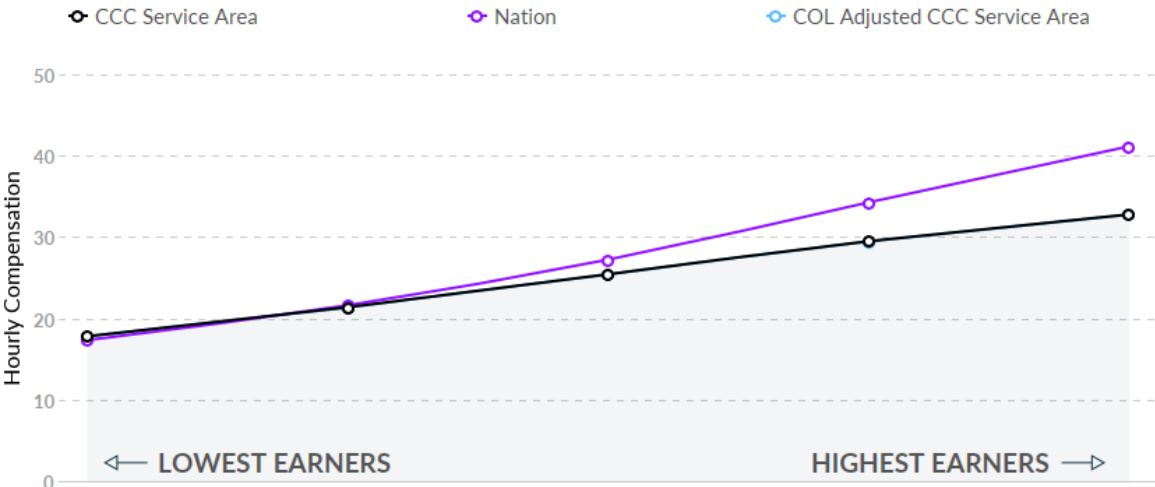


Industry	% of Occupation in Industry (2024)
Building Equipment Contractors	65.1%
Animal Slaughtering and Processing	7.1%
Commercial and Industrial Machinery and Equipment (except Automotive and Electronic) Repair and Maintenance	4.5%
Agriculture, Construction, and Mining Machinery Manufacturing	2.2%
Residential Building Construction	2.1%
Other Specialty Trade Contractors	1.8%
Other	17.2%

Compensation

Regional Compensation Is 7% Lower Than National Compensation

For Heating, Air Conditioning, and Refrigeration Mechanics and Installers, the 2023 median wage in your area is \$25.43/hr, while the national median wage is \$27.22/hr.



Job Posting Activity



55 Unique Job Postings

The number of unique postings for this job from Jan 2024 to Nov 2024.



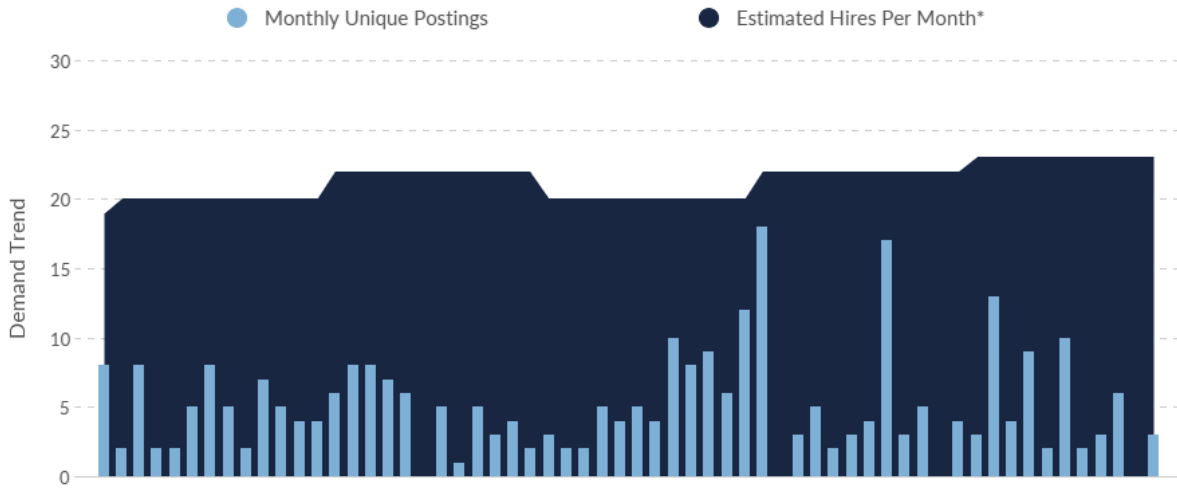
24 Employers Competing

All employers in the region who posted for this job from Jan 2024 to Nov 2024.



21 Day Median Duration

Posting duration is 1 day shorter than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2024 - Nov 2024)	Avg Monthly Hires (Jan 2024 - Nov 2024)
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	5	23

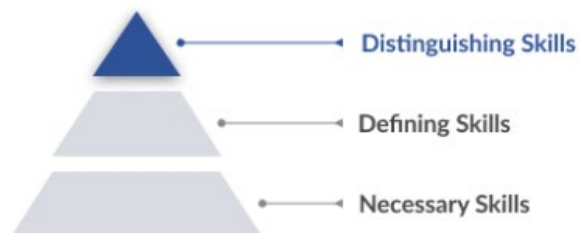
*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings	Top Job Titles	Unique Postings
University of Nebraska	5	HVAC Technicians	11
Essential Personnel	3	Freezer Workers	4
Nebraska Public Power Distri	3	HVAC Installers	4
Pearce Services	3	HVAC Refrigeration Technicia	3
American Foods Group	2	HVAC Service Technicians	3
Cargill	2	Construction Technicians	2
Central Community College	2	Construction Techs	2
Gibbon Packing	2	Controls Electricians	2
Johnson Controls	2	Electrical Maintenance Techni	2
Trane Technologies	2	HVAC Installation Technicians	2

Skills

Top Distinguishing Skills by Demand

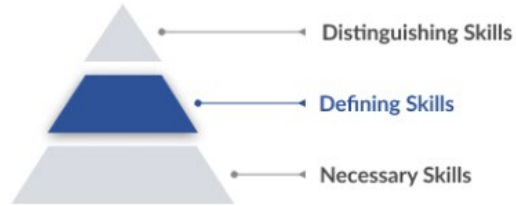
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Cooling Towers	✘	7	+17.4%	Growing
HVAC Split Systems	✔	5	+15.4%	Growing
Energy Management Systems	✔	5	+23.7%	Rapidly Growing
Air Handler	✔	2	+5.0%	Stable
Ammonia	✔	2	+7.9%	Stable
Absorption Refrigeration	✔	2	+4.8%	Stable
Vapor-Compression Refrigeration	✘	2	+5.7%	Stable
Pipefitting	✘	1	+8.4%	Stable
HVAC Controls	✔	0	+28.1%	Rapidly Growing
Electric Motors	✘	0	+16.4%	Growing

Top Defining Skills by Demand

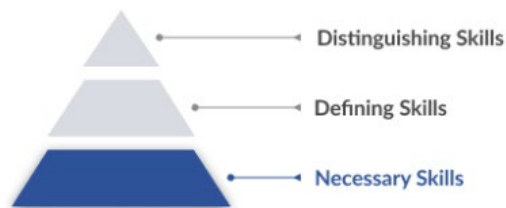
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
HVAC	✘	46	+7.5%	Stable
Valid Driver's License	✘	18	+7.5%	Stable
Refrigeration	✘	10	+5.4%	Stable
Boilers	✘	9	+8.9%	Growing
EPA 608 Technician Certification	✘	9	+2.2%	Lagging
Ventilation	✘	7	+9.3%	Growing
Refrigerant	✘	5	+10.9%	Growing
HVAC Repair And Maintenance	✘	4	+4.0%	Lagging
EPA Universal Certification	✘	2	+12.6%	Growing
Furnaces	✘	1	+10.8%	Growing

Top Necessary Skills by Demand

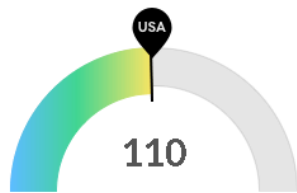
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Plumbing	✘	12	+9.8%	Growing
Hand Tools	✘	7	+6.2%	Stable
Preventive Maintenance	✘	6	+11.8%	Growing
Power Tool Operation	✘	4	+7.4%	Stable

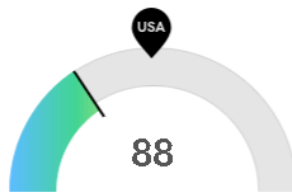
Demographics

Retirement Risk Is About Average, While Reliable Diversity Information Is Not Available



Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 112* employees 55 or older, while there are 110 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 162* racially diverse employees, while there are 88 here.

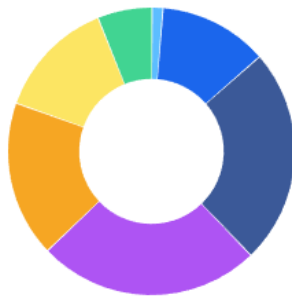


Gender Diversity

Reliable gender diversity information is not available in your area, because there are too few employees.

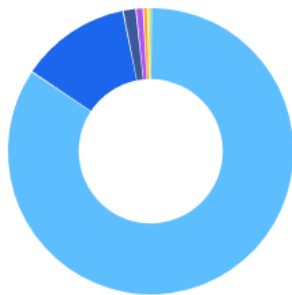
*National average values are derived by taking the national value for Heating, Air Conditioning, and Refrigeration Mechanics and Installers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown



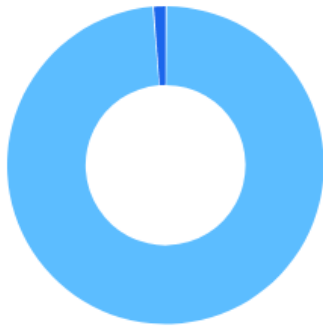
	% of Jobs	Jobs
14-18	1.2%	7
19-24	12.3%	69
25-34	24.3%	136
35-44	25.1%	141
45-54	17.5%	98
55-64	13.5%	76
65+	6.1%	34

Occupation Race/Ethnicity Breakdown



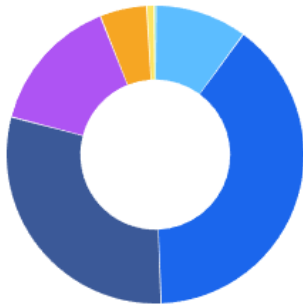
	% of Jobs	Jobs
White	84.3%	473
Hispanic or Latino	12.5%	70
Black or African American	1.5%	8
Two or More Races	0.8%	5
Asian	0.5%	3
American Indian or Alaska Native	0.4%	2
Native Hawaiian or Other Pacific Islander	0.0%	0

Occupation Gender Breakdown 📊



	% of Jobs	Jobs
Males	98.7%	553
Females	1.3%	7

National Educational Attainment



	% of Jobs
Less than high school diploma	10.0%
High school diploma or equivalent	39.3%
Some college, no degree	29.7%
Associate's degree	14.9%
Bachelor's degree	5.1%
Master's degree	0.8%
Doctoral or professional degree	0.2%

Graduate Pipeline



1 Program

Of the programs that can train for this job, 1 has produced completions in the last 5 years.

CIP Code	Top Programs
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance

Top Schools

Central Community College	12
---------------------------	----



12 Completions (2023)

The completions from all regional institutions for all degree types.



59 Openings (2023)

The average number of openings for an occupation in the region is 28.

Completions (2023)
12

Completions (2023)
12

2025 Summary of Lightcast Q4 2024 Data Set:

HVAC jobs are in high demand in the area. The wages, however, are lower than the national average along with the actual job postings. This needs to be brought to the attention of the employers. These problems could be fixed with higher wages and postings per month. The number of jobs available in our area should mean that our students will have a better chance of getting the job they want. The future is also good because of the number of retirees in the next couple of years. Diversity hires in this area could be low in some cases just because of population. The number of males to female ratio is very significant. At CCC we usually have at least one female enrolled in classes. We support and enjoy having a diverse classroom in the HVAC department; however, females rarely enroll in the program. CCC is the only training facility in our area, and we produced 12 completions last year with 59 job openings. Most students like to go back home to work for people they already know and sometimes that will take the student out of our area. CCC has a 5-year average of 17 completions, and we plan to grow this in the future.

B. Supporting Data

a. Awards

Degree/ Credential Awarded	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr avg
AAS	3	6	2	3	2	3.2
Diploma	6	5	3	3	8	5.0
Certificate	6	8	6	6	7	6.6
Total Awards	15	19	11	12	17	14.8
# of unduplicated graduates	11	15	8	10	10	10.8

	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr avg
Degrees	3	6	2	3	2	3.20
Total awards	15	19	11	12	17	14.80
FT program faculty	1.00	1.00	1.00	1.18	1.00	1.04
Degrees/ FT faculty	3.00	6.00	2.00	2.54	2.00	3.08
Awards/ FT faculty	15.00	19.00	11.00	10.17	17.00	14.23

LOA	Award name	2019-20	2020-21	2021-22	2022-23	2023-24	5-Year Total	5-Year Avg
AAS_HVAC	Heating, Air Conditioning & Refrigeration Degree	3	6	2	3	2	16	3.2
DIP_HVAC	Heating, Air Conditioning & Refrigeration Diploma	6	5	3	3	8	25	5
CER_HVAC.R	Basic Refrigeration Certificate	6	8	6	6	7	33	6.6
	Total Awards	15	19	11	12	17	74	14.8

2025 Summary of Awards (2023-24 data):

Both enrollment and awards increased this year. The program has grown in the past year, and the awards indicate this. Students who complete the 64-credit hour degree are students who receive a diploma for the first 32-credit hours.

b. Student Credit Hours Produced per Faculty FTE

	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr avg
Student Credit Hours (SCH)	333	252	276	296	261	283.60
Faculty Full-time Equivalency (FTE)	1.00	1.00	1.00	1.18	1.00	1.04
SCH/Faculty FTE	333.00	252.00	276.00	250.85	261	272.69

Source: Program Stats by Alpha and Instructor-Student FTE reports.

**By term analysis combined to conduct an annual review. Numbers reported reflect 3 negotiated contract periods (FA17-SU20, FA20-SU22, FA22-SU25). Numbers for 22-23 and 23-24 FTE reflect updated tracking method for part-time instructors.*

2025 Summary of the Student Credit Hours per Faculty FTE (2023-24 data):

Enrollment was affected by not having a night lab. The numbers have dropped a little, but the awards went up. Our 5-year average of FTE is 9.3. Students are finding out about HVAC through a new and improved recruiting office.